



Montpelier Primary School

SEN Information Report

Montpelier Primary School is part of the Greenshaw Learning Trust.

The Greenshaw Learning Trust is a charitable company limited by guarantee registered in England and Wales, company number 7633694, registered at Greenshaw Learning Trust, ORU Sutton, Throwley Way, Sutton, SM1 4AF.

Montpelier Primary School

SEND Information Report 2026-2027

This report describes Montpelier Primary School's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Aaron West

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*This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENCO

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Montpelier Primary School SEN Information Report

Terminology

- The Trust means the Greenshaw Learning Trust (GLT).
- School means a school or academy within the Greenshaw Learning Trust.
- Headteacher means the headteacher, executive headteacher or principal of the school/academy.
- CEO means the chief executive officer of the Greenshaw Learning Trust.
- Trust Shared Service means the services, functions and staff of the Trust that are not contained within a school budget and/or are not the responsibility of a school Headteacher. With respect to the Trust Shared Service, references in this Policy to the responsibilities of the Headteacher should be read as the GLT CEO.
- Governance Colleague means a Trustee or Community Governance Committee (CGC) member.
- Responsible Officer means the member of the Director Team to which responsibility for the management of the policy, procedure or statement has been delegated by the Board of Trustees
- Policy or Policies should be read as including any procedures, reports, templates, models, statements and schedules etc. as specified in the GLT Policy Schedule. Categories of Policy are defined in 'Scope and Applicability'

Scope & Applicability

- It is the responsibility of the Headteacher of each school, and the GLT CEO for the Trust Shared Service, to ensure that their school/service and its staff follow this Policy and all Policies and Procedures across the Trust.
- If there is any question or doubt about the interpretation or implementation of this Policy, the 'Responsible Officer' or the GLT CEO should be consulted.
- Unless otherwise stated, all Policies apply to all schools within the Trust, all Trust employees (including temporary and agency staff), all pupils, all trustees and committee members (including members of community committees), all volunteers, and all visitors and contractors
- **This is a School Template or Model.** School Models and Templates are approved by the Board of Trustees and must be used across all schools in the Trust. Headteachers use these to create specific documents for their schools where details are highly specific to the school's physical environment or local setup

Introduction and Policy Statement

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: SENCO*

Important contacts:

SENCO:

Fliss Lock: felicitylock@mpsplymouth.net

Headteacher:

Aaron West: aaronwest@mpsplymouth.net

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with your child's class teacher or Mrs Lock (SENCO) in the first instance. Please contact them on admin@mpsplymouth.net

Plymouth Local Offer

<https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer>

School Context

Montpelier Primary School is a **three-form entry mainstream primary school**. We provide additional and/or different provision to meet the needs of pupils with Special Educational Needs and Disabilities (SEND). We are committed to ensuring that all pupils are supported to achieve their potential and access the full curriculum in line with our graduated approach.

School Designation and Provision

- Mainstream Primary School
- The school does not have a separate special school unit. However, we operate a range of adapted learning environments, targeted interventions and small-group provision to meet the needs of pupils requiring additional support beyond universal classroom provision.
- Our adapted learning environments include The Retreat, The Den, The Hub, The Nest and The Cabin. These provide flexible, targeted support according to individual pupil needs and are accessed as part of the school's graduated approach.
- The Cabin is our specialist provision and is particularly equipped to support pupils with Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH) needs, and Cognition and Learning needs.
- The Cabin provides targeted interventions and, where appropriate, more sustained personalised provision to develop pupils' communication, learning, independence, regulation and social skills. Provision may include intensive interaction, communication-focused teaching, Bucket Time and personalised interventions.
- Access to adapted provision is determined by individual need and is regularly reviewed through the Assess, Plan, Do, Review cycle. For many pupils, support is time-limited and forms part of a planned programme to increase participation and independence within the mainstream classroom.
- Where pupils have more complex or longer-term needs, a bespoke package of provision may be developed in partnership with parents/carers and relevant professionals.
- The Cabin Provision Statement: *The Cabin provides bespoke, high-quality teaching and support that enables pupils with additional needs to thrive, develop their independence and achieve their potential within an inclusive mainstream setting.*

Range of Special Educational Needs

The school currently supports pupils across all four broad areas of SEND:

Communication and Interaction (C&I)

We support pupils with a range of communication and interaction needs, including Autism Spectrum Disorder (ASD), Speech, Language and Communication Needs (SLCN), speech and language difficulties and social communication needs.

Support may include:

- visual supports and personalised communication strategies
- adapted language and instructions
- pre-teaching of vocabulary
- communication-focused interventions
- intensive interaction
- structured routines and support with transitions
- targeted social communication work.

The Cabin is particularly equipped to support pupils with SLCN and social communication needs.

Cognition and Learning (C&L)

We support pupils with a range of cognition and learning needs, including specific learning difficulties and more significant learning needs.

Support may include:

- adaptive teaching and carefully scaffolded learning
- flexible grouping and targeted adult support
- small-group English and mathematics teaching
- pre-teaching and rehearsal of key knowledge and vocabulary
- chunking and modelling of learning
- additional processing time
- adapted resources and assistive technology
- learning matched to an individual pupil's stage of development where appropriate.

The Cabin can provide more personalised and intensive support for pupils whose cognition and learning needs create significant barriers to accessing the mainstream curriculum.

Social, Emotional and Mental Health (SEMH)

We support pupils with a range of social, emotional and mental health needs, including difficulties with emotional regulation, anxiety, social interaction, relationships, transitions and managing the demands of the school environment.

Support may include:

- nurture and targeted pastoral support
- individualised regulation strategies
- co-regulation
- structured routines and predictable environments

- targeted social and emotional interventions
- adapted learning environments
- support to develop independence, emotional regulation and successful engagement in learning.

Our adapted learning environments, including The Den, The Hub, The Retreat and The Cabin, provide additional support for pupils who require a more personalised approach.

Sensory and/or Physical Needs (S&P)

We support pupils with a range of sensory and/or physical needs, including sensory processing differences, visual or hearing needs and physical disabilities.

Support may include:

- specialist equipment and resources
- environmental adaptations
- assistive technology
- Chromebooks and laptops
- reader pens
- coloured overlays and larger print
- visual timetables
- adaptations to the classroom environment
- implementation of advice and programmes from relevant professionals, such as occupational therapy or physiotherapy.

Graduated Approach

Our SEND provision is based on a graduated approach, beginning with high-quality adaptive teaching and reasonable adjustments within the mainstream classroom.

Where pupils require additional support, this may include targeted interventions, small-group teaching, adapted learning environments or specialist provision. Where appropriate, we work with external professionals and incorporate specialist advice into pupils' provision.

Provision is personalised according to the individual pupil's strengths, needs and barriers to learning. It is regularly reviewed through the Assess, Plan, Do, Review process to ensure that support remains appropriate, has a positive impact and promotes pupils' progress, independence, confidence and inclusion.

Montpelier Primary School is a three-form entry primary school committed to providing an inclusive, nurturing and ambitious education for all pupils. We believe that every child should have the opportunity to achieve their full potential, regardless of their individual needs or disabilities.

Our curriculum, resources and facilities are organised to ensure that pupils with Special Educational Needs and Disabilities (SEND) can access a broad, balanced and engaging curriculum alongside their peers. Through high-quality teaching, appropriate adaptations, specialist resources and targeted support, we aim to remove barriers to learning and enable every pupil to participate fully in school life.

Support is provided through a graduated approach, where pupils' needs are identified, assessed, planned for, delivered and reviewed in partnership with families and, where appropriate, external

professionals. Provision is personalised to meet individual needs while promoting independence, confidence and inclusion throughout the school.

Whole-school approach to inclusive mainstream offer

At Montpelier Primary School, we are committed to ensuring that all pupils have access to an inclusive mainstream education alongside their peers. We aim to maximise every child's access to the broadest possible curriculum and ensure that barriers to learning are identified and addressed effectively. Class Teachers are responsible and accountable for the progress and development of all pupils in their class, including pupils with Special Educational Needs and Disabilities (SEND).

Our first response to meeting pupils' needs is through high-quality, inclusive teaching. We use the Plymouth Ordinarily Available Provision (OAP) to guide our universal provision and ensure that appropriate, evidence-informed strategies and adaptations are routinely available to all pupils. Many pupils benefit from this universal support and make good progress without requiring SEN Support or being placed on the SEND Register.

Our universal provision includes a range of adaptive teaching approaches, including:

- clear explanations, modelling and worked examples
- breaking learning into manageable steps and carefully sequencing new learning
- scaffolding and guided practice
- explicit teaching and pre-teaching of key vocabulary
- visual supports and practical resources
- regular checks for understanding and opportunities for pupils to rehearse and retrieve learning
- flexible grouping and targeted support within the classroom
- appropriate adaptations to resources, tasks and the learning environment
- additional processing time and opportunities to respond
- assistive technology and other appropriate resources where these reduce barriers to learning
- consistent classroom routines and approaches that support positive behaviour, regulation and readiness to learn.

All teaching staff receive professional development to develop whole-class approaches that support pupils with a range of learning needs. This ensures that inclusive practice is embedded consistently across the school and that adaptations are not dependent on pupils being identified as having SEND.

Where a pupil continues to experience barriers to learning despite high-quality universal provision, further assessment and targeted support may be considered as part of our graduated approach. Adaptations and interventions are monitored and reviewed through the Assess, Plan, Do, Review cycle, with the level and type of support adjusted according to the pupil's individual needs and progress.

This approach ensures that high-quality inclusive teaching remains the foundation of our SEND provision, while enabling pupils who require additional or specialist support to be identified and supported effectively.

Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

When pupils join Montpelier Primary School, we gather information about their previous learning, development, strengths and areas of need. This may include information from previous settings, schools, Key Stages, professionals and parents/carers. Where appropriate, we liaise with the pupil's previous setting to ensure that relevant information and existing support strategies are shared.

Transition information is considered alongside our own baseline assessments and observations when pupils enter school or move between Key Stages. This helps teachers to establish an understanding of each pupil's starting point and identify any emerging concerns at an early stage.

Where a pupil already has identified SEND or additional needs, relevant information, including Learning Plans and advice from external professionals is shared with the staff who will be working with them. This enables appropriate adaptations and strategies to be put in place from the beginning of the pupil's time in a new class or setting.

Class Teachers regularly assess pupils' attainment and progress through ongoing formative and summative assessment. This information is used to identify pupils who may require additional support and to evaluate the impact of existing provision.

Where appropriate, the school uses whole-cohort or cohort-specific screening and assessment to identify potential areas of need. This may include screening or assessment relating to areas such as speech and language, phonics, reading, spelling, language and communication, mathematics and other aspects of learning and development.

Screening information is used alongside teacher assessment and classroom observations rather than as a standalone means of identifying SEN. Where screening indicates that a pupil may require additional support, the school will consider appropriate classroom adaptations, targeted intervention or further assessment as part of the graduated approach.

We consider a range of whole-school information, including:

- Attainment and progress data across different areas of the curriculum.
- The rate of progress from a pupil's individual starting point.

- Attendance and patterns of absence.
- Behaviour and engagement.
- Communication and interaction.
- Social and emotional development.
- Independence and participation in learning.
- Information from interventions and additional support already provided.

Teachers and school leaders use this information to identify patterns and consider whether concerns relate to an individual pupil, a particular group of pupils or a wider cohort. Data is considered alongside professional observations and knowledge of the pupil. Slow progress or low attainment alone does not automatically mean that a pupil has SEN. We consider the range of factors that may be affecting a pupil's progress before determining whether they may have special educational needs.

Type of Assessment or Review	Frequency
Pupil progress in lessons	Daily in lessons- teaching staff will use assessment for learning approaches to make an assessment of all children's progress in the lesson. They will use this to review the impact of approaches to support for your child.
Pupil progress	Termly – each term teachers will assess all children against the curriculum standards. Each term teachers will review the impact and effectiveness of interventions in place.
Parent/carer consultations	Autumn and spring term- parents and teachers discuss the progress and areas for development. An annual report will be provided during the summer term.
Learning Plan review	If your child has a learning plan the targets and provision will be reviewed and discussed with parents/carers 3 times a school year.
EHAT (Early Help Assessment Tool) or TAM/TAF (Team Around Me/the Family)	Children with more complex needs may have an EHAT or TAM which includes targets for a child's educational, health and care needs and provision. These will be reviewed each term with parents/carers, school staff and outside agencies. These can be lead by the Headship Team, the SENCO, PSA, Year group leaders and Class Teachers. External professionals may also lead these meetings.
EHCP (Education, Health Care Plan)	A small minority of pupils have a high level of complex, long-term needs and they will have an EHCP. This will be reviewed annually with the child, parents/carers and other professionals who work with them.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Our approach to teaching pupils with SEN within the classroom

All teachers are responsible and accountable for the progress and development of every pupil in their class, including those with SEND.

We support pupils with SEND through high-quality, inclusive teaching. This may include:

- Clear modelling and explanations
- Breaking learning into small, manageable steps
- Pre-teaching and explicitly teaching vocabulary
- Repeating and rephrasing instructions
- Regular checks for understanding
- Providing additional processing and response time
- Using visual supports, practical resources and scaffolding
- Making appropriate adaptations to tasks, resources and the learning environment
- Using accessibility tools and assistive technology where appropriate

Staff are made aware of pupils' strengths, needs and agreed adaptations through our SEND systems and pupil information. This information is reviewed and updated regularly, informed by assessment, staff observations, pupil voice and partnership with parents/carers.

Our approach ensures that adaptations are consistently implemented across the school and reviewed through the Assess, Plan, Do, Review process.

Adaptations to the curriculum for pupils with SEN

We are committed to ensuring that all pupils, including those with SEND, can access a broad, balanced and ambitious curriculum. Adaptations are made where needed to remove barriers and enable pupils to participate, make progress and experience success.

Adaptations may include:

- Flexible grouping, including small-group or 1:1 support where appropriate
- Breaking learning into smaller, manageable steps
- Pre-teaching and overlearning key vocabulary and concepts
- Visual supports, practical resources and scaffolded tasks
- Additional processing and response time
- Alternative ways to record learning, such as typing, scribing or using a Chromebook
- Accessibility tools such as reader pens, laptops, coloured overlays and visual timetables
- Adapted learning environments and access to calm or specialist spaces where appropriate
- Targeted interventions to develop specific skills and support access to the curriculum

Adaptations are identified through ongoing assessment, discussions with pupils, families and staff, and advice from external professionals where appropriate. Agreed adaptations are recorded within our SEND systems and shared with all staff working with the pupil to ensure consistency.

Adaptations are reviewed regularly through our Assess, Plan, Do, Review process and adjusted in response to the pupil's progress and changing needs.

Targeted interventions

Where pupils require support beyond our ordinarily available provision, we provide a range of targeted interventions to address identified needs. These may include:

- Lego Therapy (Lego Masters)
- Emotional Logic
- ELSA (Emotional Literacy Support Assistant)
- Speech and Language interventions
- Colourful Semantics
- Chatterbugs
- Culinary Therapy
- Little Wandle Catch-up
- Precision Teaching
- Pre-teaching to prepare pupils for upcoming learning

Interventions are identified through assessment, pupil progress information, teacher and SENDCo discussions, pupil and parent/carer voice, and advice from external professionals where appropriate. Where specified, interventions also contribute to meeting outcomes and provision detailed within pupils' EHCPs.

Intervention targets are linked to the pupil's identified needs and are reviewed regularly to measure progress and impact. Where an intervention is not having the expected impact, provision and next steps are reviewed and adapted through the Assess, Plan, Do, Review process.

Where appropriate, teachers are made aware of the focus and strategies used within interventions so that pupils can practise and generalise these skills within the classroom and across the school day.

Specialist interventions

At Montpelier Primary School, we work in partnership with a range of external agencies and professionals to provide specialist, personalised support where a pupil's needs require provision beyond our ordinarily available offer. Specialist support may be provided as part of a pupil's Education, Health and Care Plan (EHCP) or as part of ongoing SEN Support.

Depending on the individual needs of the pupil, specialist support may include Speech and Language Therapy, Educational Psychology advice, specialist teacher support, occupational therapy, mental health or therapeutic support, and other advice from relevant professionals. Some interventions may be delivered directly by external professionals working with pupils in school, while others may be delivered by trained school staff following specialist advice, guidance or training.

Where appropriate, specialist provision may include targeted speech and language work, interventions to develop communication and interaction, support for social and emotional needs, mentoring, therapeutic approaches and programmes designed to develop learning, independence

and access to the curriculum. Where a pupil has an EHCP, specialist interventions and provision are delivered in accordance with the outcomes and provision identified within their plan.

Pupils are identified for specialist intervention through a range of information, including:

- Recommendations within an EHCP.
- Specialist assessment or professional reports.
- Concerns identified through the Assess, Plan, Do, Review process.
- Ongoing assessment and monitoring of a pupil's progress.
- Referrals made by the SENCO in consultation with Class Teachers, parents/carers and, where appropriate, the pupil.
- Advice from external professionals already involved in supporting the pupil.

Where specialist advice is required, the SENCO coordinates with the relevant professional and works with the pupil, family and school staff to ensure that recommendations are appropriate and can be implemented effectively within school.

Targets for specialist interventions are usually informed by the assessment and recommendations of the specialist professional. These may be incorporated into the pupil's EHCP outcomes and Individual Learning Plans, as appropriate. Targets are specific to the pupil's individual needs and are intended to support progress, independence and access to learning.

Reviewing the impact of specialist interventions

The impact of specialist interventions is monitored regularly. Interventions are reviewed at least every half-term to consider progress towards the intended outcomes and whether the support is having the expected impact.

Reviews may also take place following visits or reports from external professionals, as part of an EHCP annual review, or through meetings involving parents/carers, school staff and relevant professionals.

Where an intervention is not having the expected impact, the school will consider whether changes are needed to the approach, frequency, level of support or intended outcome. Where appropriate, further advice or assessment from a specialist professional may be sought.

An important part of specialist intervention is ensuring that pupils can generalise the skills they develop during intervention to their mainstream classroom and wider school life.

Where appropriate, teachers and relevant support staff are made aware of the focus of specialist interventions and the strategies they can use to reinforce learning throughout the school day. Specialist recommendations may be shared through:

- Written professional reports and recommendations.
- Individual Learning Plans.
- Staff training or strategy briefings.
- Meetings with the SENCO and relevant school staff.
- Team Around Me or multi-agency meetings.
- Direct communication with visiting professionals.

This enables staff to reinforce agreed strategies consistently and provides pupils with opportunities to practise and apply new skills in different contexts.

Partnership working and pupils' access to external (incl. specialist) agencies

Where a pupil requires additional support or specialist advice, we work closely with external agencies to understand their needs and develop effective strategies and provision. Referrals are made with the knowledge and involvement of parents/carers and, where appropriate, the pupil.

We work in partnership with a range of services, including:

- Children's Speech and Language Therapy Service (Livewell Southwest NHS)
- Communication and Interaction Team (CIT)
- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Neurodiversity Wellbeing Team
- Multi-Agency Support Team (MAST)
- School Nursing Service
- Family Hubs
- Plymouth Information, Advice and Support for SEND (PIAS)
- Plymouth Parent Carer Voice
- Occupational Therapy and Physiotherapy Services
- Advisory Teachers and other specialist services
- Kinship Team

Pupils are considered for referral through our Assess, Plan, Do, Review process when additional specialist advice would help us better understand their needs or remove barriers to learning. Advice and recommendations from external professionals are incorporated into the pupil's support and, where appropriate, reflected in their SEND information, classroom adaptations, interventions and individual plans.

Specialist advice forms part of our graduated approach and is used to strengthen the support available within school, with the aim of enabling pupils to access as much of the core curriculum and wider school offer alongside their peers as possible.

Adaptations to the learning environment

For some pupils, additional support is provided through adapted learning environments within our mainstream school. These spaces provide targeted teaching, intervention and support where a pupil's needs cannot be fully met through universal classroom provision alone. Access is based on individual need and agreed through the Assess, Plan, Do, Review process.

Our adapted learning environments include:

- **The Retreat** – provides a quieter, supportive space for pupils who may benefit from a calm start to the day, time to regulate or additional support before accessing classroom learning.
- **The Den** – provides targeted support for pupils who need additional help with regulation, relationships, emotional wellbeing or readiness to learn.
- **The Hub** – provides support for pupils who require additional help with behaviour, regulation and returning successfully to learning.
- **The Nest** – provides a flexible space for targeted teaching, intervention and support according to individual pupil need.
- **The Cabin** – provides specialist support particularly for pupils with Speech, Language and Communication Needs (SLCN), Social, Emotional and Mental Health (SEMH) needs, and

Cognition and Learning needs. This may include targeted interventions such as Bucket Time, small-group teaching or more sustained personalised programmes.

Where appropriate, pupils may access small-group English or mathematics teaching, with learning matched to their individual stage of development rather than chronological age.

Access to these spaces may be planned as part of a pupil's individual provision or provided at particular times when additional support is needed. The length and frequency of access varies according to individual need. For many pupils, support is time-limited and forms part of a planned programme to increase successful participation in the mainstream classroom.

For pupils with more complex or longer-term needs, a bespoke package of support may be developed with parents/carers and relevant professionals. Provision and access arrangements are regularly reviewed to ensure they continue to meet the pupil's needs and support their inclusion in the mainstream curriculum.

Adapted curriculum pathways

All children at Montpelier receive an appropriately adapted and differentiated broad and balanced curriculum. This may include adjustments to the pace and presentation of learning, the level of scaffolding provided, resources and equipment, methods of recording, additional processing time, visual supports, pre-teaching of key vocabulary, targeted adult support and the use of assistive technology.

Where a pupil requires a greater level of adaptation or additional provision, this is identified through ongoing assessment and the Assess, Plan, Do, Review process. Teachers consider the pupil's progress, attainment, starting point, engagement and individual needs, alongside information from the SENCO, parents/carers, the pupil and relevant external professionals where appropriate. A pupil's Pupil Passport may also identify specific adaptations and strategies that should be prioritised.

Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

We assess and review pupils' progress from their individual starting points, considering attainment, attendance, behaviour and engagement. Class teachers use ongoing assessment to identify progress, gaps and areas requiring further support.

INSIGHT is used to track pupils' provision and interventions, monitor progress towards identified objectives and record objectives that have and have not yet been achieved.

Pupil progress is reviewed through regular pupil progress meetings, with the SENCO working alongside the Head of Year, Attendance Lead and Behaviour Lead to identify needs, monitor impact and agree next steps.

Where additional support is required, Assess, Plan, Do, Review is used to evaluate provision and make adjustments. Where appropriate, Team Around the Child meetings bring together school staff, families and external professionals to coordinate support and review progress.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

Where pupils access targeted or specialist support, progress towards identified targets and objectives is monitored through INSIGHT and reviewed regularly as part of the Assess, Plan, Do, Review process.

Individual Learning Plans are reviewed three times a year, with pupils and parents/carers involved where appropriate. Individual targets are reviewed more frequently to ensure that support remains responsive to pupils' progress and changing needs. Key strategies and recommendations are shared with staff so that pupils can apply and generalise their learning within the classroom.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

For a small number of pupils who require a more bespoke pathway, the SENCO works closely with class teachers and relevant staff to assess and review progress against individualised targets.

Where appropriate, we use Ready to Reintegrate, Bridging the Gap and Pre-Key Stage objectives to assess pupils' progress from their individual starting points. These approaches help us identify small steps in learning, set appropriate targets and monitor progress towards increased independence and access to the mainstream curriculum.

Progress is reviewed regularly and used to inform the pupil's provision and next steps through the Assess, Plan, Do, Review process.

Consulting and involving pupils and parents

We are committed to working in partnership with pupils and their parents/carers. Parents of pupils with SEND are encouraged to take part in all of our whole-school opportunities and are regularly consulted about their child's needs, provision and progress.

We also provide additional opportunities through our Community Café, including coffee mornings for parents and carers of children with SEND. These provide an informal opportunity to speak with school staff, ask questions and access support and information from local services across the city.

Pupil voice is an important part of our SEND provision. Pupils are encouraged to share their views, strengths and aspirations and to contribute to discussions about their support, targets and adaptations. Where appropriate, pupils and families are involved in reviewing their Pupil Passport and individual provision.

Supporting pupils moving between phases / transition

We work closely with pupils, families and other settings to ensure transitions are planned and supportive. This includes children joining Montpelier, including in-year admissions, as well as pupils moving between year groups and on to secondary school.

For new starters and pupils joining during the year, we gather information from families and previous settings to understand strengths, needs and successful strategies. Where appropriate, we offer additional visits, meetings and personalised transition arrangements.

For pupils moving to secondary school, we work closely with receiving schools through the School Transition Portal and direct communication to share information about pupils' strengths, needs and successful strategies. Where appropriate, pupils may receive enhanced transition support, including:

- Additional visits to become familiar with the new environment and routines
- Opportunities to meet key teaching and pastoral staff
- Transition meetings between primary and secondary staff, including SENCOs where appropriate
- Individual transition plans or personalised resources
- Additional support for pupils with EHCPs, including inviting the receiving SENCO to the Year 6 Annual Review wherever possible

Parents/carers and pupils are involved in transition planning where appropriate, ensuring that their views and concerns are considered. Our aim is for pupils to feel confident, prepared and supported as they move to their next stage of education.

Training for staff

At Montpelier, all teachers are teachers of SEND and all leaders are leaders of SEND. We prioritise professional development that enables all staff to understand and meet the needs of pupils with SEND through our whole-school approaches.

Our SENCO, Fliss Lock, is a qualified SENCO and holds the NASENCO qualification. She is an experienced SENCO, teacher and school leader and works closely with staff, families, senior leaders and external professionals to develop inclusive practice and ensure appropriate support is in place.

Professional development is informed by pupil needs, identification and progress data, staff development needs and advice from specialist professionals. Staff receive training and coaching in areas including adaptive teaching, speech, language and communication, autism, SEMH, cognition and learning, assistive technology, the Plymouth Ordinarily Available Provision and the Graduated Approach to Inclusion.

The SENCO and Inclusion Team Leaders provide ongoing advice, coaching and support to staff, alongside guidance from external professionals such as Speech and Language Therapy, Communication and Interaction and Educational Psychology.

We commission additional support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the SENCO to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

Our approach ensures staff have the knowledge, skills and confidence to identify needs early, make effective adaptations and provide high-quality support for pupils with SEND.

Evaluating the effectiveness of SEN provision

The effectiveness of our SEND provision is regularly evaluated to ensure that it has a positive impact on pupils' progress, wellbeing and participation in school life. Evaluation is an ongoing process and forms an integral part of the Assess, Plan, Do, Review cycle. The information gathered enables us to celebrate success, identify barriers to learning and make informed decisions about future provision.

We evaluate the effectiveness of our SEND provision in a range of ways, including:

- Monitoring pupils' academic progress, personal development and engagement in learning.
- Reviewing progress towards the outcomes identified within Learning Plans and adapting provision where appropriate.
- Evaluating the impact of targeted interventions and using this information to inform future support.
- Tracking the progress of pupils working significantly below age-related expectations through personalised learning objectives.
- Using provision maps to monitor the effectiveness of additional support across the school.
- Gathering the views of pupils, parents/carers and staff through meetings, reviews and questionnaires.
- Seeking advice from, and reviewing recommendations made by, external professionals where appropriate.
- Carrying out regular monitoring activities, including classroom visits, learning walks and reviews of Learning Plans, to ensure that agreed provision and reasonable adjustments are consistently implemented.
- Holding Annual Review meetings for pupils with an Education, Health and Care Plan (EHCP) to evaluate progress towards agreed outcomes and plan future provision.

The effectiveness of SEND provision is also evaluated through the school's School Improvement Plan (SIP). SEND priorities are identified through ongoing monitoring, assessment and evaluation and are incorporated into relevant areas of school improvement.

This includes reviewing the impact of whole-school approaches to inclusive teaching, adaptive teaching and the use of ordinarily available provision. Information from pupil progress data, intervention outcomes, monitoring activities, staff feedback and the views of pupils and parents/carers is used to identify areas for development and inform future priorities.

Where the School Improvement Plan identifies a priority that will improve outcomes for pupils with SEND, appropriate actions are planned, implemented and monitored. This may include staff training and development, improvements to classroom practice, development of interventions, changes to resources or adaptations to provision.

The SENCO regularly monitors the quality and effectiveness of SEND provision across the school and works closely with Class Teachers, Inclusion Team Leaders and senior leaders to ensure that support continues to meet pupils' needs. Monitoring and evaluation findings are used to inform school improvement, staff development and the allocation of resources.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Montpellier, we are committed to ensuring that pupils with SEND have equal opportunities to participate in all aspects of school life, including extra-curricular activities, educational visits, residential, sporting events, performances and enrichment opportunities.

We work with pupils and families to identify and remove barriers to participation. Reasonable adjustments may include adapting activities, providing additional adult support, specialist equipment or making environmental adjustments. Where appropriate, we work with external professionals to identify suitable strategies and support.

Participation in wider school opportunities is monitored to help us identify any pupils who may be experiencing barriers to accessing activities. Where concerns are identified, we work with the pupil and their family to agree appropriate support and adjustments.

Where a risk assessment identifies specific concerns, we work with parents/carers and relevant professionals to ensure that reasonable adjustments are considered so that pupils can participate safely alongside their peers. Our aim is always to enable pupils with SEND to participate fully and experience the same opportunities as their peers.

Support for improving emotional and social development

At Montpelier Primary School, we recognise that pupils' emotional wellbeing and social development are important to their ability to learn, develop positive relationships and participate fully in school life. We provide a range of universal, targeted and individualised support to help pupils develop emotional literacy, resilience, confidence, social skills and independence.

Our PSHE curriculum provides opportunities for all pupils to develop their understanding of emotions, relationships, friendships, resilience and mental wellbeing. Where pupils require additional support, this is provided through a graduated approach and is informed by their individual needs and, wherever appropriate, their views and those of their parents/carers.

Our emotional and social support includes:

- Support from the SEND Team, who work closely with pupils, families and staff to identify barriers to emotional and social development and coordinate appropriate support.
- ELSA (Emotional Literacy Support Assistant) support for pupils who require targeted help to understand and manage their emotions, develop emotional literacy, build self-esteem and develop positive relationships.
- Sensory Circuits to support pupils who benefit from movement and sensory-based activities to regulate their alertness and prepare for learning.
- Soft Start provision for pupils who benefit from a calm, supported start to the school day.
- A quiet-space lunch club for pupils who find unstructured times or the busy lunchtime environment challenging and benefit from a quieter, more supported environment.
- Emotional Logic targeted interventions to help pupils understand and manage difficult emotions and develop strategies for emotional regulation.
- Meerkats, supporting pupils who may be experiencing the emotional impact of parental separation.
- Kaleidoscope, providing support for pupils who have experienced bereavement.
- Support for young carers, recognising the additional emotional and practical pressures that some pupils may experience outside school.
- Jam Band, providing additional support and opportunities for pupils from Armed Forces families to develop connections, friendships and a sense of belonging.
- Additional pastoral support and targeted interventions where identified through the school's graduated approach.

Where appropriate, support may be delivered individually, in small groups or through planned opportunities within the school day. The level and type of support provided is based on the individual pupil's needs and is reviewed regularly to ensure that it remains appropriate and effective.

We also recognise the importance of providing opportunities for pupils with SEND to develop positive relationships and a strong sense of belonging. Pupils with SEND are encouraged to participate fully in school life, including the School Council, extracurricular activities, clubs, trips and wider school opportunities. Appropriate adjustments and support are made where necessary to enable pupils to participate successfully.

We have a zero-tolerance approach to bullying. We recognise that pupils with SEND can be disproportionately affected by bullying and that some pupils may be particularly vulnerable because of difficulties with communication, social interaction, emotional regulation or understanding social situations.

Our approach to preventing bullying includes teaching pupils about respectful relationships, difference, inclusion, kindness and how to seek help through our PSHE curriculum and wider school provision. Staff are vigilant in identifying signs that a pupil may be experiencing bullying or social difficulties and take pupils' individual communication and emotional needs into account when responding to concerns.

Where a pupil with SEND reports or experiences bullying, we ensure that their individual needs are considered when investigating and responding to the situation. This may include providing additional adult support, adapting communication, offering a safe or trusted adult to talk to, increasing supervision, providing social and emotional support and working closely with parents/carers.

We monitor patterns of behaviour, attendance, participation and wellbeing to help identify pupils who may be experiencing difficulties, including those who may not be able to communicate their concerns directly. Where necessary, additional support is put in place through the SEND Team, pastoral provision or external agencies.

Our aim is to ensure that every pupil feels safe, valued, included and able to participate fully in school life, with appropriate support available to develop their emotional wellbeing, social skills and resilience.

Pupils with disabilities

Montpelier Primary School welcomes applications from pupils with disabilities and is committed to ensuring that no pupil is treated less favourably because of their disability. Admissions arrangements follow the same criteria as for all pupils, in line with the school's Admissions Policy and the Equality Act 2010.

Where a pupil's disability is known before admission, we work with parents/carers, previous settings and relevant professionals to understand their needs and plan appropriate reasonable adjustments and support. This helps to ensure a smooth transition and equitable access from the point of entry.

Disabled pupils are supported through high-quality inclusive teaching, reasonable adjustments and, where required, additional or specialist provision. This may include curriculum and resource adaptations, assistive technology, alternative ways of recording learning, additional processing time

and access to adapted or calm learning environments. Individual Learning Plans, and EHCPs are used where appropriate to ensure agreed support is implemented consistently.

We aim to ensure that disabled pupils have equitable access to all learning opportunities and wider school life, including educational visits, clubs, enrichment and sporting activities. Where additional support is required, this is planned with families and relevant professionals.

Our school provides a range of facilities and adaptations to support accessibility, including:

- Step-free or ramp access throughout the school
- Designated accessible toilets in both EYFS/Key Stage 1 and Key Stage 2
- Adapted classroom layouts to accommodate physical or sensory needs
- Access to specialist equipment where required, including a hoist
- Adapted learning environments and specialist resources to support individual needs

Accessibility needs are considered on an individual basis and reasonable adjustments are made to support pupils to access the curriculum, physical environment and information.

Our approach to accessibility is reviewed through our Accessibility Plan, alongside our wider SEND and inclusion processes, to identify and address barriers to participation.

Montpelier Primary School [Accessibility Plan](#)

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN

<https://plymouthgati.co.uk/>

<https://www.plymouthias.org.uk/>

<https://www.plymouthonlinedirectory.com/plymouthlocalofferhome>

<https://padlet.com/plymouthcccentral/plymouth-best-start-family-hub-s-timetable-leqn50wnp266xatw>

<https://www.larkfamilyhubs.co.uk/>

<https://www.plymouthhospitals.nhs.uk/cdc-advice-and-guidance/>

