

SEN Information Report September 2026

Montgomery Primary School



At Montgomery Primary School we value the contribution that every child can make and welcome the diversity of culture, religion and intellectual style. The school seeks to raise achievement, remove barriers to learning and increase physical and curricular access to all. All children with special educational needs are valued, respected and are considered equal members of the school. Provision for children with SEND is a matter for the school as a whole; all teachers are teachers of children with SEND. The governing body, Head teacher, SENCO and all other members of staff have important responsibilities.

Montgomery is a maintained two-form entry primary school for pupils from Foundation to year 6 aged 4-11. We also have a nursery for 2-4 year olds that is a part of our early years department.

The children we support:

At Montgomery we support a wide spectrum of special educational needs and disabilities.

We have a large number of children with Speech, Language and Communication needs with input from a speech and language therapist. These children are either supported in class or follow a programme on a 1:1 basis or in a small group. We have further children who have communication and interaction difficulties and are supported within school.

We have a large group of children with Social, Emotional and Mental Health needs (SEMH) who are supported in both class, individually or in small groups by internal and external specialists.

Many children have cognition and learning difficulties including moderate learning difficulties and specific learning difficulties, such as dyslexia, dyspraxia, dysgraphia and dyscalculia.

At Montgomery, we currently have a large number of children with an Autism or ADHD diagnosis and many more on the pathway.

We also have children who have been identified with a hearing impairment and receive support from Advisory Teachers.

As of September 2026, we have 83 children on the SEND register and 18 Education, Health and Care plans (with an additional three children awaiting an assessment).

About our staff:

All classroom staff are qualified as teachers, higher teaching assistants or teaching assistants and they readily undertake local and remote training to support the children they work with (directed by the SENCO). Additionally, we have several members of staff who specialise in: Autism, ADHD, British Sign language, physical development and Dyslexia.

There are two SENCOs at Montgomery. Emily Elliott works Monday, Wednesday and Thursdays and Megan Donnelly works Tuesday and Friday.

Both SENCOs are qualified teachers and have a combined experience of over 10 years. Miss Elliott also is the Year 4 teacher on a Friday and Miss Donnelly also runs the PEAK Devon charity as a family support consultant.

SENDCO's contact details:

Megan Donnelly - mdonnelly@montgomery.school or by phone on 01392 285240

Emily Elliott- elliott@montgomery.school or by phone on 01392 285240

The SEND Governor is: Simon Webber

How to find out how your child is progressing at school:

If your child has SEN support, his/her progress will be reviewed with the SENDCO at school every term. The academic progress as well as targets on individual learning Plans (if appropriate) will be reviewed and if progress is slower than expected, a plan is made to address any difficulties. Parents can check the progress of their child with their class teacher at any time. Additionally, at set times during each term, parents and children will discuss with the class teacher to agree targets on individual learning Plans.

Parents can also contact the SENDCO if they are concerned about their child's progress and arrange a telephone call or meeting virtually or face to face if appropriate.

If your child's needs are more complex and a multiagency approach is needed, the school may start a TAF process (Team Around the Family) for your child with your full involvement from the beginning. Desired outcomes are agreed and recorded on a learning plan and progress towards agreed outcomes will be reviewed through TAF meetings at least three times a year.

Those children with Education, Health and Care Plans (EHCP) will also have their child's progress reviewed through termly meetings, including a statutory annual review meeting. During the meeting plans are made and targets set to meet the needs of individuals for the next 12 months. This will also include discussions about transition to secondary schools during the year 5 annual reviews.

How does the school know if children/young people need extra help?



All staff members, with support from the SENDCo, hold the responsibility of identifying pupils who need SEN support in their class. Information is gathered through processes in place to raise concerns in a number of ways:

- *Lack of progress in curriculum areas through termly teacher assessments and standardised scores.*
- *Following a graduated response to SEND using the Devon Graduated Response Toolkit*
- *Listening to and following up on parental concerns*
- *Following up on concerns raised by teacher and learning support assistants regarding individual pupils*
- *Information gathering through observations, assessments, transition meetings and Nursery Plus reports*
- *Reports from outside agencies including medical letters, occupational therapy reports, Autism / ADHD assessments and speech and language reports.*

Assessments used to identify learning difficulties include:

- *Teacher assessments and standardised tests*
- *Phonics screening assessments in year 1 and year 2*
- *Reading age assessment from Accelerated Reader*
- *Phonology assessment- Read Write Inc*
- *Assessment by Educational Psychologist*
- *Speech and Language assessment*
- *Occupational therapy assessment*
- *Assessment of social and emotional needs*
- *Strengths and difficulties questionnaires*

Working with other agencies:

If we feel it would be beneficial to your child to obtain advice and support from other services or agencies, the SENCO or your child's class teacher will discuss this with you.

Some examples of the services and agencies we work with can be seen below:

- *Educational Psychologists (when available from Devon County Council)*
- *Occupational Therapist*
- *School Nurse*
- *Specialist health advisors (e.g Diabetes team)*
- *Speech and Language team*
- *Children's Autism and ADHD Assessment Service*
- *Young Minds Matter*
- *Exeter community initiatives*
- *Young Devon*
- *Early Help*
- *Inclusion partner (when available from Devon County Council)*
- *The Mental Health Support Team*
- *Advisory teacher Deaf and Hearing Impairment: Helen Childs*

What support do we have for you as a parent of a child with SEND?

- *Meetings by appointment*

- *Help with paperwork*
- *Help with contacting support (outside of school)*
- *Referrals to appropriate services to support your child*
- *Supporting parents attending appointments e.g medical appointments for your child.*

How we listen to the views of the children / young people and their parents:

What	Who	When
Informal discussions	All pupils and parents	Daily
Parents evening or reports	All pupils and parents	Termly
Emails or messages via Seesaw or the school office	All parents	Daily
Review meetings face-to-face or phone	Pupils on SEND register and their parents	Termly meetings
Team around the child / Team around the Family meetings	Individual pupils and families	When required and guided by team.
Questionnaires	Parent questionnaires Pupil questionnaires- both specific SEND pupils and also whole school surveys.	2-3 times a year

How do we support transition?

We recognise that ‘moving on’ can be difficult for a child with SEND, and take steps to ensure that transitions are as smooth as possible.

If your child is joining us from a pre-school or nursery:

The SENCO will visit the pre-school with the class teacher when appropriate, and attend annual reviews/ my plan meetings for children, in the summer term.

The SENCO will request information from your child’s setting and collect any records or documents

If your child is joining us from another school:

The SENCO will contact your child’s previous school and attend annual reviews / my plan meetings for children, in the summer term.

The SENCO will request information from your child’s setting and collect any records of documents

If your child is moving to another school:

We will contact the new school's SENCO to ensure they know about any provision which your child will need.

We will ensure all records about your child are passed on as soon as possible.

When moving classes school:

In the summer term a transition my plan meeting will take place. During which parents can meet the child's new class teacher and/ or Teaching Assistant.

New targets will be discussed and a transition booklet will be shared to support the child over the Summer holiday.

In Year 6:

The SENCO will communicate with the SENCO of the Secondary School in preparation for transition.

Your child may be invited to additional visits at their new Secondary school, designed for pupils with SEND. On some occasions staff from the new school will visit your child at Norton Primary.

Funding

Funding for SEND is received through the Local Authority budget. There is a separate budget allocated for those pupils with an EHCP. This funding is for administration, teaching support, other agencies and materials. In addition, the SENDCO receives a small budget to spend on resources in collaboration with class teachers.

The school will correspond with outside agencies; however, parents must understand that the Educational Psychologist and some Speech and Language Therapists are beyond national funding and therefore may incur additional costs .

Small specialist items of SEN equipment are purchased routinely on a needs basis through the allocated budget. Other items such as I-pads are a shared resource and accessed when needed.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- *Support in the classroom*
- *1:1 provision*
- *Small group interventions*
- *Running breakfast club*
- *Running after school clubs*
- *PPA Cover (HLTAs)*
- *First Aid*

Inclusion:

All children with SEND are part of their mainstream classrooms and may need support to access assemblies, school performances, school visits, extra-curricular activities and residential trips. In order to ensure all children's health and safety, risk assessments have to be completed for all off-site visits and any individual requirements will be discussed with parents. School staff will discuss and agree with parents how their child can be included whilst taking account of their individual needs.

Montgomery is a modern school situated on a large site. The building contains two floors. Security and safety is ensured through locked gates and a secure key access through the main entrance doors. The school is fully wheelchair accessible with disabled toilets and changing facilities on both levels. Access to the upper level can be achieved through the lift.

Children with SEND can access a range of provision which supports their overall well-being. There is an area in the school which will usually be a hub of activity at break time and lunch times when children are welcome to come in for a chat or to just have a quiet time. It is a place where children can work and explore in a quieter environment. We also have indoor activities for those who prefer a quieter lunch time.

Medical or behavioural needs:

Children with medical needs have their medical needs met through individual health care plans and if they need to have medicine at school, this is kept at reception and administered as specified on their health care plan in consultation with parents.

Some children with SEND are recommended regular physiotherapy exercises (through the occupational therapy service) at school and 1:1 exercise sessions 2/3 times per week are arranged on an individual basis as required.

Children with SEND who need additional personal care have their needs met through a personal intimate care plan which is devised with full parental involvement.

Behaviour Care Plans are completed to support children with behavioural difficulties to have a positive time at school and to avoid exclusions. When a child is at risk of exclusion due to challenging and dangerous behaviour, the SENDCO will arrange a meeting to complete an individual behaviour care plan with parents, class teacher and other key adults involved with the child. The plan is shared with all key adults and reviewed and updated regularly to support the individual child. The SENDCO may also arrange further multiagency support.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should follow our complaints policy found here: <https://www.montgomeryprimary.org.uk/complaints>

This year and last year we received 0 formal complaints with regard to SEN support and provision.

Continuing staff development 2026-7:

Speech, Language and Communication Needs
Autism Awareness training- SENDCo and staff
Specialist Speech and Language TAs
Trained teaching assistants delivering Language Link interventions
Support in British sign language level 1 and 2
Complex Needs Team Training completed by EYFS team around communication
GESTALT language processing- SENCO
ADHD foundation training- SENCO
PDA official training- SENCO
Cognition and Learning
Qualified Teacher running Accelerated reading and literacy interventions.
Counting to Calculating trained Teaching Assistant
Sandwell trained Teaching Assistant
TAs with recent dyslexia training
SPLD training- SENCOs
Social, Mental, Emotional Health
Introduction to Mental Health- all staff
PIPS training
Attachment based mentoring course- a number of support staff
Work with the Mental Health Support Team to provide support and training
Senior mental health lead trained SENCO
Physical and Sensory
FunFit TAs
In addition, individual teaching assistants are trained to support physiotherapy programmes and sensory breaks when needed.
Maintenance and cleaning of hearing aids training- staff in specific classes working with children wearing hearing aids trained to use audio equipment.
Hearing Impairment Teaching Assistant
Epilepsy training- First aid staff and staff in individual classes as appropriate
PANDAS training- SENCO
ARFID training- SENCO

Other relevant information and documents:

The designated Safeguarding Lead in our school is: Miss Way

The designated Children in Care person in our school is Miss Way

The Local Authority's Offer can be found at: <https://www.devon.gov.uk/children-families-education/send-local-offer/about-send-and-the-local-offer/>

Our Accessibility plan and SEND policy can be found on our website:
<https://www.montgomeryprimary.org.uk/policies>

Details of how we keep children / young people safe can be found in our Safeguarding Policy which is available at: <https://www.montgomeryprimary.org.uk/policies>

Details about Devon's graduated approach can be found at: <https://www.devon.gov.uk/support-schools-settings/ordinarily-available-inclusive-provision/targeted/the-graduated-approach/>

Details and support about SEND can be found at: <https://devonias.org.uk/information/support-for-sen/how-sen-support-is-planned-and-given>

Our SEND Policy, SEND Information Report and Accessibility Report have been written in accordance with the Disability Discrimination Act 1995, the Equality Act 2010 and the Children and Families Act 2014.