

Support

Support is based on individual needs and so tailored to each pupil. As a result, the support provided is always changing and adapting, however, some examples of our most common types of support are:

- Executive skills support (1:1 and drop-in sessions available to all pupils, which help with areas of executive functioning)
- Handwriting, Typing and Spelling groups
- Study skills support
- Reading comprehension support
- Informal assessment (to explore potential needs)
- Assessment reviews (to help pupils understand the findings of formal assessments)

Access Arrangements

Access arrangements are an important aspect of ensuring no pupil is disadvantaged in assessments. We apply these strictly in accordance with the Joint Council for Qualifications (JCQ) regulations. For those pupils who qualify, access arrangements and reasonable adjustments are available in public exams, school exams and where appropriate, in class tests, admissions processes and lessons.



MERCHANT TAYLORS'
School

*Working together so that every
individual can feel confident,
enabled and valued*



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Learning Support



Neurodiversity and Disability Strategy



S

Self

A sense of identity is important. Pupils understanding of their neurodivergence, disability or difference is supported so it can contribute positively to their identity.



P

Partnership

The best support comes from working together. Teachers, parents and also pupils, who we support to have a voice and advocate for themselves.



A

Accessibility

All aspects of school life are available to all. We strive to ensure opportunities are not just accessible, but equally accessible.



C

Community

A supportive community needs understanding and so we continually aim to educate the MTS community so they can support each other.



E

Experience

Everyone deserves a positive experience and to feel confident their experience at MTS will be supportive, enabling and one where they feel valued.

Support Vision

The school is committed to providing an accessible and inclusive educational experience. While neurodiversity and disability can present challenges, we firmly believe that these challenges are not limitations, but opportunities for creative and innovative approaches to teaching and learning, which foster excellence for all.

By embracing difference and diversity, we aspire to not only create a space where all pupils can excel, but enrich the whole school community.

Support Needs

We have experience in supporting a wide range of needs:

- Communication and interaction e.g. Autism and Speech and Language difficulties.
- Cognition and learning e.g. Specific Learning Difficulties (SpLD) such as dyslexia, dyspraxia, ADHD and dysgraphia.
- Social, emotional and mental health difficulties (SEMH) e.g. the educational impacts of anxiety.
- Sensory and/or physical needs e.g. Individuals with hearing loss, mobility needs, visual impairment.

Structure of Support

There are three broad levels of support. All pupils identified as needing support will have teacher support.



1

Teacher Support

Support through high quality, flexible and individualised teaching. Pupils are monitored by the learning support department who provide key advice to teaching staff.



2

Learning Support Involvement

Learning Support put in place access arrangements with short-term directed support as needed.



3

Specialist Support

Longer term specialist support is provided, often through curriculum modification and regular timetabled support sessions.

Around half of the pupils with level 1 support will have additional involvement with the learning support department and a small number will have level 3 support, which is longer-term specialist support (including those with an EHCP). The level of support given is based on need and as pupils go through the school and their needs change, so will their support.