



## Mount Hawke Academy The Aspire Academy Trust

### Special Educational Needs and Disability Information (SEND)

Mount Hawke Academy is a vibrant, active and happy primary school which aims to develop each individual in a caring, family atmosphere. The children, staff and parents are extremely proud of our school and we aim to be inclusive of all children whatever needs they may have.

The facilities we have and the education we provide are tailored to meet individual needs both inside and outside of the classroom environment. Staff at Mount Hawke Academy are all trained to cater for the needs of the children in their care and many staff have had additional training specific to individual children. We are committed to narrowing the gap between SEND and non-SEND pupils. We do this through a variety of different provisions which may include short-term specific interventions, 1:1 sessions, home-school interventions, other learning interventions developed on an individual need basis as well as support from external agencies where appropriate. Every child at Mount Hawke Academy has the opportunity to follow all subjects in the Primary Curriculum and / or access all areas of learning in the Early Years Foundation Stage, the planning and delivery of which is differentiated by our talented team of teachers and their assistants.

Our Special Educational Needs and Disability Coordinator is Jerry Marks and our Governor who have responsibility for SEND is Claire Elliott.

**Contact Details:** [jerry.marks@mounthawke.org](mailto:jerry.marks@mounthawke.org) **Tel:01209 890230**

[Link to Special Educational Needs Policy](#)

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[Link to Equality and Diversity Policy](#)




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[Link to Access Plan](#)

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## The levels of support and provision offered by the Mount Hawke Academy

### 1. Student Voice -Listening to and responding to children and young people

<p>Whole school approaches The universal offer to all children and YP.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The views and opinions of all students are valued.</li> <li>• Student voice is represented in all aspects of school.</li> <li>• Student voice is heard through a variety of strategies, including: <ul style="list-style-type: none"> <li>- Questionnaires</li> <li>- School Council</li> <li>- School Parliament</li> <li>- Pupil Conferencing</li> <li>- Our Buddy System</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students with SEND are included in all pupil conferencing.</li> <li>• Additional provision is developed in light of student voice where appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual support is responsive to the views of the student.</li> <li>• Student views are an integral part of TAC meetings and SEND reviews. Teaching staff listen to the child's views.</li> <li>• Targets are agreed termly to support and challenge pupils with special educational needs and disabilities.</li> <li>• Pupils are encouraged to be involved in reviewing their progress towards targets.</li> <li>• The information is recorded on Individual provision plans. New plans are agreed termly.</li> <li>• For pupils with an Education, Health and Care Plan or a Statement of Educational Needs we hold an Annual Review which is child centred and we</li> </ul>




		endeavour to hear and consider the views of our pupils.
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## 2. Partnership with parents and carers

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The school works closely in partnership with all parents and carers to discuss their and their child's concerns with staff at the earliest opportunity.</li> <li>• The parents/carers are invited to attend parent/carer consultation evenings, where parents can talk to their children's class teachers at one one-to-one meetings.</li> <li>• Parent/carers know are encouraged to make an appointment to meet up with the class teacher in the first instance if they have any queries or comments they would like to discuss about their child.</li> <li>• Information on the school website, enables parent/carers to understand more about what their children are</li> </ul>	<ul style="list-style-type: none"> <li>• Parents/carers are encouraged to contact school about concerns by telephone, letter, home/school books, email and by coming into school.</li> <li>• Families are invited to attend extra-curricular activities where appropriate.</li> <li>• Families are invited to attend information sessions run by school staff to help them support their child at home e.g. maths and English skills and independent homework.</li> <li>• We also offer parents the opportunity to take part in sessions run by family learning.</li> <li>• Websites are available to support parents with homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Parent/carers are supported and encouraged in attending, and be actively involved in Early Support or TAC meetings, pupil reviews and in meetings with outside agencies.</li> <li>• Parent/carers' views are an integral part of TAC meetings and SEND reviews, the SENDCo works hard to engage with all parents and endeavours to build supportive partnerships with parents of pupils with SEND in order to hear and meet their needs.</li> <li>• Feedback from parents is fed back to class teachers and other relevant staff to help us improve our provision further.</li> <li>• Targets are set termly to support and</li> </ul>




<p>learning. Information is also shared through information newsletters and parents and carers are informed about school events, etc. through letters and emails and texts.</p> <ul style="list-style-type: none"> <li>• Parents/carers are encouraged to communicate through home/school communication books if appropriate and helpful.</li> <li>• We work hard to respond to the needs of our parents and are happy for example to help parents/carers access support from other outside agencies and organisations.</li> <li>• We arrange a range of transition events for parents/carers of children starting school in Reception Year.</li> </ul>	<ul style="list-style-type: none"> <li>• We have invited parents/carers to informal information sessions from outside agencies for example SENDiass.</li> </ul>	<p>challenge pupils with special educational needs and disabilities.</p> <ul style="list-style-type: none"> <li>• Pupils are involved in reviewing their progress towards their targets.</li> <li>• For pupils with an Education, Health and Care Plan or a Statement of Educational Needs we use an Annual Review which is child centred and we endeavour to hear and consider the views of our pupils.</li> <li>• Advocacy is available to ensure the above.</li> <li>• All documentation can be presented in a format that is accessible to individual parents.</li> <li>• Parents are encouraged to join in with school trips where appropriate.</li> <li>• Parents are encouraged to engage in one-to-one reading and other activities.</li> </ul>
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### 3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• The curriculum is designed to ensure the inclusion of all students.</li> <li>• All students, regardless of their ability and/or additional needs, have full access to a varied and balanced curriculum.</li> <li>• All students are able to boost their independent learning and literacy &amp; numeracy skills through application throughout the curriculum.</li> <li>• Assessments (including dyslexia testing) are used to identify students who need specific interventions.</li> <li>• We liaise with other schools to provide opportunities in focused curriculum areas for example: tennis, bowling and hockey.</li> <li>• Secondary schools also offer workshops in different areas of the curriculum.</li> </ul>	<ul style="list-style-type: none"> <li>• Intervention packages are bespoke and needs led.</li> <li>• The progress of students taking part in intervention groups is continually monitored and evaluated to make sure it is supporting children effectively.</li> <li>• The intervention packages are adapted in light of student progress.</li> <li>• Extra support or challenge may be delivered within a small group teacher-led or teaching assistant-led intervention.</li> <li>• We ensure these interventions are closely linked with the class curriculum so that all of the children's learning is linked together.</li> <li>• Within previous terms, interventions have included: <ul style="list-style-type: none"> <li>- Using phonics skills to support reading and writing</li> <li>-spelling, punctuation and grammar</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities.</li> <li>• Students with special needs and/or disabilities can access the curriculum with adult support as appropriate and may involve one-to-one support.</li> <li>• This may include creating resources for individual children, focused work to introduce topics, and targeted work to help a child become a more independent learner.</li> </ul>

	<ul style="list-style-type: none"> <li>- handwriting</li> <li>- numeracy</li> <li>- speech and language skills</li> <li>- social skills development</li> <li>- motor and coordination skills development</li> </ul>	
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#### 4. Teaching and learning

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• All of our pupils benefit from high quality teaching throughout the school.</li> <li>• The Senior Leadership Team (SLT) &amp; external moderators undertake regular lesson observations and work scrutiny to monitor, evaluate and improve our teaching and learning.</li> <li>• High quality training is a priority at school for all of our staff.</li> <li>• Learning experiences are differentiated to meet pupils needs.</li> <li>• Pupil progress is monitored and recorded using:</li> </ul>	<ul style="list-style-type: none"> <li>• We are constantly working to improve our subject knowledge and expertise to help us to support pupils effectively.</li> <li>• Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision.</li> <li>• Training by school staff and through specialist trainers has in past terms included: Autism Awareness, Attachment, the use of IT to support learning, vision support training, SEND reform, hearing support, catheter training, Team Teach</li> </ul>	<ul style="list-style-type: none"> <li>• Our teachers and teaching assistants access training and support to help them work effectively to support and challenge children.</li> <li>• One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, global developmental delay.</li> <li>• Outreach from special school requested for advice on teaching and learning. E.g. CDC/GOSH</li> <li>• We use a multi-sensory approach where possible.</li> </ul>

<ul style="list-style-type: none"> <li>• An online tracking system</li> <li>• Class observations and records</li> <li>• Book scrutiny</li> <li>• Assessment during each school year</li> <li>• iPad software, Tapestry</li> <li>• Feedback from pupils and parents</li> <li>• The progress of individual pupils and groups of pupils is discussed at pupil progress meetings between class teachers and SLT.</li> <li>• The information gathered is then used to identify gaps in learning, ensuring all pupils make maximum progress based on their individual needs.</li> <li>• The whole school uses a 'dyslexia-friendly' approach to teaching and learning, where differentiated teaching and outcomes are used to ensure the progress of all students.</li> <li>• The lessons are carefully planned to include clear stages, regular progress checks and different learning styles.</li> <li>• Different level groupings are identified for each class.</li> </ul>	<ul style="list-style-type: none"> <li>• Class based staff work with small groups to: <ul style="list-style-type: none"> <li>- ensure understanding</li> <li>- facilitate learning</li> <li>- foster independence</li> <li>- keep students on task.</li> </ul> </li> <li>• Independent student learning is supported by the use of technology.</li> <li>• Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc).</li> </ul>	
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<ul style="list-style-type: none"> <li>• Preferred learning styles are used.</li> <li>• Learning Objectives are displayed and shared with all pupils.</li> <li>• Differentiated Success Criteria are shared.</li> <li>• Students' work is regularly marked and appropriate feedback is written, including next steps &amp; challenges</li> <li>• English and Mathematics are a priority for all staff: Key vocabulary and key terms should be displayed and discussed.</li> <li>• Alternative ways of recording are used.</li> </ul>		
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## 5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• All pupils are encouraged to become independent and resourceful learners.</li> <li>• Staff know how to support children to develop their personal learning and</li> </ul>	<ul style="list-style-type: none"> <li>• Where teaching assistants are in the classroom they facilitate independence.</li> <li>• Change4life physical education group.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the</li> </ul>






<p>thinking skills.</p> <ul style="list-style-type: none"> <li>Resources are available in all class-rooms which promote independence. e.g iPads, visual timetables.</li> <li>School camps and educational trips.</li> <li>A wide range of clubs are on offer for all ages and interests including: football, art, French, dance and skateboarding.</li> <li>Buddy system, where year 6 and Year R pupils work together and support each other.</li> <li>Competitions.</li> <li>School council / Parliament</li> <li>Class representation.</li> </ul>	<ul style="list-style-type: none"> <li>Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers.</li> </ul>	<p>help for themselves.</p> <ul style="list-style-type: none"> <li>Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is not available to them.</li> <li>Personalised task boards and timetables are in place to support independence.</li> <li>Precision Teaching</li> <li>Thrive support to promote and develop resilience and boost self-esteem and readiness to learn.</li> </ul>
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## 6. Health, wellbeing and emotional support

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within school and on visits.</li> <li>• School is a Healthy Schools Plus school which is evidence of all the work we do to promote a healthy lifestyle. We have a Health &amp; Well-Being Champion in school</li> <li>• PSHE lessons include all students</li> <li>• Whole school approach using the Thrive approach: a specific way of working with all children that helps develop their social and emotional well-being.</li> <li>• The social, moral, spiritual and cultural aspects of learning are an integral part of our school life and a focus for our assemblies.</li> <li>• Buddies in year 6 support their fellow year R students.</li> </ul>	<ul style="list-style-type: none"> <li>• Time limited and monitored groups address: <ul style="list-style-type: none"> <li>- self-esteem</li> <li>- social skills</li> <li>- anger management</li> </ul> </li> <li>• Socially Speaking</li> <li>• Any child can talk to an identified adult with their worries.</li> <li>• Risk assessments carried out.</li> <li>• The school grounds offer areas for children to break away and take time out for quieter reflection.</li> <li>• Playtimes and lunchtimes adapted and alternative activities arranged for children not coping with the general arrangements. E.g. quiet activities in class, lunch in class, altered timings.</li> </ul>	<ul style="list-style-type: none"> <li>• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse.</li> <li>• Thrive profiling or similar is used to tailor individual provision.</li> <li>• Assessments are carried out for individual pupils.</li> <li>• Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: <ul style="list-style-type: none"> <li>- CAMHS</li> <li>- Social Care</li> <li>- Educational Psychology</li> <li>- Dreadnought</li> <li>- Penhaligon's Friends</li> <li>- Music therapy</li> </ul> </li> <li>• Students with specific medical conditions have individual Healthcare plans.</li> </ul>




<ul style="list-style-type: none"> <li>• School nurse service is available through parental referral.</li> <li>• School council / Parliament</li> <li>• Clubs offered after school.</li> </ul> <p>A wide range of clubs are on offer for all ages and interests including: football, art, French, dance and skateboarding.</p>		
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## 7. Social interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> <li>• All students have opportunities for social interaction, regardless of need.</li> <li>• Whole school events involving children at school and their families including music performances by the school band, Christmas performances, Sports days etc.</li> <li>• Special social events throughout the year e.g. The Teddy bears picnic for Year R.</li> <li>• All students are invited on educational visits.</li> </ul>	<ul style="list-style-type: none"> <li>• Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school.</li> <li>• More able children are encouraged to take part in multi-school sessions at the local secondary schools.</li> <li>• Learning together sessions for children and their parents or carers.</li> <li>• End of year celebrations for Year 6</li> <li>• Family Learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Students individually supported by TA's or have PA's to enable their attendance at after school clubs or other activities where appropriate.</li> </ul>




<ul style="list-style-type: none"> <li>• Residential camps.</li> <li>• Liaison activities offer by our feeder Secondary schools.</li> <li>• After school clubs.</li> </ul>		
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## 8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all students	Additional, targeted support and provision	Specialist, individualised support and provision
		
<ul style="list-style-type: none"> <li>• All areas of the school are accessible to everyone including those students with SEND.</li> <li>• All facilities have wheel chair accessible classes.</li> <li>• Students feel safe and in an environment where bullying is acknowledged and dealt with effectively.</li> <li>• Our Reception outdoor area includes multi sensory activities and stimulating areas e.g. mud kitchen, water and sand zones , music and planting areas.</li> <li>• There is a 'Designated Safeguarding Lead, 'Phillippa Piper and Designated Safeguarding Officer in school, Catherine</li> </ul>	<ul style="list-style-type: none"> <li>• Non-slip, non-breakable equipment available in practical lessons. E.g.cooking</li> <li>• Adapted toilets available.</li> <li>• Some toilets adapted by height.</li> <li>• Adjustable chairs/ tables can be made available.</li> <li>• There are named adults who are 'team teach' trained.</li> </ul>	<ul style="list-style-type: none"> <li>• Specialist equipment in practical lessons enables disabled students to be independent.</li> <li>• Classrooms/halls/corridors are made accessible for young people with sensory needs.</li> <li>• Lift available to gain access to new extension.</li> <li>• We talk with and visit where possible early years providers to help us prepare to support pupils with additional needs joining our school in Year R.</li> <li>• As appropriate staff attend training offered to support individual needs.</li> </ul>




<p>Biddick / Claire Jouvenat and a named 'Child in Care' teacher, Lorraine Alcock</p> <ul style="list-style-type: none"> <li>• The school endeavours to be an uplifting, positive and supportive learning.</li> <li>• Teachers focus on rewarding good behaviour to promote a positive learning environment, Thrive approach.</li> <li>• The rewards and sanctions system is robust and displayed around the school.</li> <li>• Children's achievements at our weekly Super star assemblies, where parents are invited.</li> <li>• School has a robust Equality Information and Objectives Policy.</li> </ul>		
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## 9. .Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> <li>• We liaise with and visit where possible early years providers to help us prepare to support pupils with additional needs joining our school in Year R.</li> </ul>	<ul style="list-style-type: none"> <li>• 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition.</li> <li>• Students identified as possibly</li> </ul>	<ul style="list-style-type: none"> <li>• The SENCO attends annual statement &amp; EHC reviews, TAC Meetings where possible of pupils starting school the following year R.</li> </ul>

<ul style="list-style-type: none"> <li>• There are strong links with feeder Pre-schools/Nursery schools. Pastoral leads identify students who may need extra support at transition.</li> <li>• Opportunities for parents and children due to start in Year R spend time in school, including information sessions for parents and an opportunity for parents to share a school lunch together.</li> <li>• Primary children visit local secondary schools regularly for transition support.</li> <li>• Secondary teachers work with pupils in school to build familiarity and confidence.</li> <li>• Nursery/Secondary staff visit school to support transition.</li> <li>• Transition events are available and accessible to all pupils across key stages/year groups and settings.</li> <li>• Teachers from previous class and new class meet to discuss individual pupils.</li> <li>• Moving up day, where children spend time meeting and getting to know their new teachers and teaching assistants.</li> </ul>	<p>struggling with transition have many additional one to one or visits in small groups.</p> <ul style="list-style-type: none"> <li>• The Secondary feeder school invites vulnerable pupils to visit several extra times to help address any worries and reduce anxieties.</li> </ul>	<ul style="list-style-type: none"> <li>• Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc.</li> <li>• The school visit early years settings to gain information and help set and support transition.</li> <li>• Visual photo albums are created of the new environment and support staff, when necessary. These are used in the Summer term and holiday by parents.</li> <li>• Where pupils are moving to Secondary school, individual conversations will be held with the class teacher, support staff and the SENDco with the new Secondary support team.</li> <li>• The SENDco is happy to support parents to visit potential secondary provision if parents would like this.</li> </ul>
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## 10. The SEND training attended by our staff during the last year.

<p>Whole school approaches The universal offer to all students</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Inset – including: Child Exploitation, Safeguarding, weekly TA meetings for information sharing &amp; updates, weekly SENDco, Head of School, Safeguarding Officer meetings, welfare meetings, staff meetings to pass on specific information regarding children with additional needs &amp; / or disabilities To come through this year: Dyslexia Information Coffee Morning, staff training on SEN reform</p>	<ul style="list-style-type: none"> <li>• Thrive practitioners 10 day course and annual updated training.</li> <li>• Attachment and Trauma training with the Adoption Plus Team.</li> <li>• Difficult conversations training</li> <li>• SEND reform updates,</li> <li>• SENDCo network meetings</li> <li>• regularly.</li> </ul>	<ul style="list-style-type: none"> <li>• Thrive practitioners 10 day course and annual updated training.</li> <li>• Attachment and Trauma training with the Adoption Plus Team.</li> <li>• Vision support training.</li> <li>• Hearing support training</li> <li>• Autism Advise and support from Team.</li> <li>• Bowel and Bladder specialist support advice and training.</li> <li>• Catheter Training.</li> <li>• Difficult conversations training.</li> <li>• SEND reform updates,</li> <li>• SENDCo network meetings</li> <li>• regularly.</li> <li>• Dyslexia support training/advice.</li> <li>• Educational Psychology discussions and advice.</li> <li>•</li> </ul>

		<ul style="list-style-type: none"> <li>• Tourette's syndrome information/advice.</li> <li>• Speech and Language advice and information.</li> </ul> <p>Also</p> <ul style="list-style-type: none"> <li>• Team Teach</li> </ul>
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## Answers to Frequently asked Questions

### 1. How does your school know if children/young people need extra help?

Our school has an 'open door' policy to parents and have extremely well-developed links with the parents of the children that attend Mount Hawke Academy. Children who may be vulnerable or those who are causing a concern to staff in terms of behaviour or academic progress, for example, are discussed regularly by staff. Children's progress and behaviour are monitored through termly tracking systems. If a child transfers to our school from another Primary school then we always do our utmost to find out as much information as possible about that child from both parents and the child's previous school. If there are external professionals involved with that child then their opinions and reports are sought after to ensure that we get the full picture of that child.

### 2. What should I do if I think my child may have special educational needs?

If you think that your child may have a special educational need then talk to us. We are here to listen and to help. You should talk to your child's class teacher in the first instance and then after discussion they may set up a meeting with the Special Educational Needs and Disability Co-ordinator (SENDCo) and / or the Head Teacher. Following these meetings steps will be taken to address any concerns you may have about your child.

### 3. Who is responsible for the progress and success of my child in school?

The progress and success of your child in school is everyone's responsibility. By 'everyone' we mean all school staff, parents as well as the child themselves. We have half termly 'progress meetings' with staff which ensures progress is tracked and monitored appropriately. Where necessary, appropriate intervention will be set to enable progress.

### 4. How will the curriculum be matched to my child's needs and how will their needs be supported?



At Mount Hawke Academy we are flexible and creative with our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons to be accessible for all. In all classrooms there are three 'waves' of support: Wave 1 – support and resources available to everyone in that class; Wave 2 – support and resources available or tailored for small groups of children; and Wave 3 – support and resources specifically designed for or accessible by individual children. All lessons are differentiated appropriately according to the needs of the children in that class or group whether it be by the amount of support children will receive, resources they may use or the expectation the teacher has of those children when that lesson is finished.

Children are sometimes withdrawn from the classroom in small groups or on a one to one basis for more intensive support from a teacher or teaching assistant, or to take part in an intervention program designed to meet and support the needs of that individual or group of children. Children may also be withdrawn by staff for e.g. physiotherapy sessions or individual speech therapy support.

#### 5. How will I know how my child is doing and how will you help me to support my child's learning?

Mount Hawke Academy operates a very effective 'open door' policy to create a constant positive dialogue with parents. In addition to this staff may ask to speak with parents at the end of the school day, parents are invited to attend Parent Consultations in both the Autumn and Spring terms, and in the Summer term annual reports are sent home to parents, after which parents may request an additional consultation with their child's class teacher if they wish. All of this constant dialogue between school and parents will help you to support your child's learning at home and inform you of how they are progressing in school. If at any time you wish to discuss your child then meetings can be arranged with class teacher and / or the Head Teacher at your request.

#### 6. What support will there be for my child's overall well-being?

Your child's overall wellbeing will be constantly supported in school in a variety of ways. We will help them to be healthy by ensuring that they enjoy good physical and mental health as well as encouraging them to live a healthy lifestyle; we will keep them safe by protecting them from harm and neglect; we will help them to enjoy life and achieve well by giving them opportunities to make the most out of life and by beginning to teach them the skills they need for adulthood; we will help them to make a positive contribution to school, the community and society by being involved in the community and society and discouraging involvement with anti-social or offending behaviour; and we will contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

#### 7. How do I know that my child is safe in school?

At Mount Hawke Academy we have a variety of measures, policies and procedures in place to ensure that your child is safe. All staff are checked by the Disclosure and Barring Service (DBS checks previously known as CRB checks) and have tier 2 child protection training. There are also named members of staff who are trained to tier 3 in child protection. We have a safeguarding policy and have risk assessments in place for a wide variety of activities and situations that may arise. We have a named Safeguarding Lead 'Catherine Biddick'.

8. What specialist services and expertise are available at or accessed by your school? A list of specialist services and expertise accessed by our school is available on the 'Family Information web site'. [www.cornwallfisdirectory.org.uk/](http://www.cornwallfisdirectory.org.uk/)
9. How will my child be included in activities outside the classroom including school trips?

Everyone is included in everything at Mount Hawke Academy. Activities outside the classroom are a part of everyday life for us and we undertake a wide variety of school trips throughout the year as well as Camps. All children are encouraged to take part in after school clubs, and those children who need it are supported by their one to one support assistants. The same applies when it comes to trips and camps and adaptations are made where necessary to ensure that every child is included whilst at the same time carefully ensuring that those adaptations do not affect the experiences of other children.

11. How are the school's resources allocated and matched to children's special educational needs?

Each year the school decides on an allocation of money for special educational needs (SEN). For all children on the school's SEN register the school itself is expected to meet the first £6000 of any resources and support required by each individual child. For those children with a Statement of Special Educational Need or an Education, Health and Care Plan, spending above the £6000 may be claimed back from the local authority up to a limit set by the resources provided by the statement. In addition to this, these children also have access to free resources and support from external professionals such as Educational Psychologists for example. In-school resources and support are detailed in Individual Provision Plans (IPPs). These plans are individually tailored to each child on the SEN register and specify which resources will be used to support that child, how much support they will receive and whether any additional adult support will be used.

12. How is your School Offer reviewed?

Our School Offer is reviewed on an annual basis in consultation with staff, parents and hub councillors of the school and Aspire Academy Trust.