



Mount Hawke Academy The Aspire Academy Trust

Our 'Local Offer' for Special Educational Needs and Disability (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 Lorraine Alcock and our Governor who have responsibility for SEND is Claire Elliott.

Also refer to [SEND policy](#), [Equality and Diversity Policy](#) and [access plan](#).

The levels of support and provision offered by the Aspire Academy Trust

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

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"> • The views and opinions of all students are valued. • Student voice is represented in all aspects of school. • Student voice is heard through: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing 	<ul style="list-style-type: none"> • Students with SEND are included in all pupil conferencing. • Additional provision is developed in light of student voice where appropriate. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC meetings and SEND reviews. • Students are supported in target setting.

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"> • The school works in partnership with all parents and carers. Where possible we have an open door policy. • The parents/carers are invited to attend parent/carer consultation evenings. • Parent/carers know exactly who to contact if they have any concerns. • The school website, enables parent/carers to understand more about what their young children are learning. 	<ul style="list-style-type: none"> • Families are invited to attend extra-curricular activities where appropriate. • Families are invited to attend information sessions re supporting their child at home e.g. parenting skills, literacy and numeracy skills, independent homework. • Websites are available to support parents with homework. • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all meetings where appropriate. • Parent/carer's views are an integral part of TAC meetings and SEND reviews. • Advocacy is available to ensure the above. • All documentation can be presented in a format that is accessible to individual parents. • Parents are encouraged to join in with school trips where appropriate. • Parents are encouraged to engage in one-to-one reading and other activities.

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"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to the curriculum. • All students are able to boost their independent learning and literacy skills through application throughout the curriculum. • Assessments (including dyslexia testing) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> - literacy- reading, comprehension and spelling - handwriting - numeracy - speech and language - keyboard skills - social skills - motor and coordination skills 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEND and/or disabilities. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be disapplied from some subjects.

3. Teaching and learning

<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"> • 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. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Different level groupings are identified for each class. • Preferred learning styles are used. • Learning Objectives are displayed and shared with all pupils. • Differentiated Success Criteria are Shared. • Students’ work is be regularly Marked and appropriate feedback is written. • English and Mathematics are a priority for all staff: Key vocabulary and key terms should be displayed and 	<ul style="list-style-type: none"> • Class based staff share information and lesson plans to ensure that students with SEND have targeted support and provision. • Class based staff work with small groups to: <ul style="list-style-type: none"> - ensure understanding - facilitate learning - foster independence - keep students on task. • Independent student learning is supported by the use of technology. • Special examination arrangements are put in place for internal and external tests and examinations (readers scribes etc). 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • 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, severe literacy difficulties/dyslexia etc. • Outreach from special school requested for advice on teaching and learning. E.g. CDC

discussed.		
<ul style="list-style-type: none"> Alternative ways of recording are used. 		

4. Self-help skills and independence

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"> Technology is available to aid Independence. Resources are available in all classrooms containing which promote independence. Students have access to : <ul style="list-style-type: none"> - visual timetables - I pads 	<ul style="list-style-type: none"> Where teaching assistants are in the classroom they facilitate independence. Students have personalised equipment to help them to learn, such as talking tins, overlays, and timers 	<ul style="list-style-type: none"> 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 help for themselves. 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 absent Personalised task boards and timetables are in place to support independence.

5. 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"> • PSHE lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Buddies are trained to support fellow students. • Counselling support services can be accessed where appropriate. • Student issues are dealt with by trained staff, as they arise. • School nurse service is available through parental referral. 	<ul style="list-style-type: none"> • Time limited and monitored groups address: <ul style="list-style-type: none"> - self-esteem - social skills - anger management • Risk assessments carried out. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Thrive profiling or similar is used to tailor provision to need. • Additional support for students can be requested from <ul style="list-style-type: none"> - CAMHS - Social Care - Youth Centres - Dreadnought - Aspire Trust School - Penhaligans Friends - Music therapy • Students with specific medical conditions have individual health care plans.

6. Social interaction opportunities

<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"> • All students have opportunities for social interaction, regardless of need. • All students are invited on trips and visits subject to necessary risk assessment. 	<ul style="list-style-type: none"> • Sports teams play in local tournaments against other schools. More talented children are encouraged to join clubs held at the local secondary school. • More able children are encouraged to take part in multi-school sessions at the local secondary schools. 	<ul style="list-style-type: none"> • Students individually supported by TA's or have PA's to enable their attendance at after school clubs or other activities where appropriate.

7.The physical environment (accessibility, safety and positive learning environment).

<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"> • All areas of the school are accessible to everyone including those students with SEND. • All facilities have wheel chair accessible classes. • Students feel safe and in an environment where bullying is acknowledged and dealt with effectively. • There is a named child protection officer, 'Designated Safeguarding Officer' (and deputies) and a named 'Child in Care' teacher. • The school endeavours to be an uplifting, positive and supportive learning. • Teachers focus on rewarding good behaviour to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • Non-slip, non-breakable equipment available in practical lessons. E.g.cooking • Adapted toilets available. • Some toilets adapted by height. • Adjustable chairs/ tables can be made available. • There are named adults who are 'team teach' trained. 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

8. 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"> • There are strong links with feeder Pre-schools/Nursery schools. Pastoral leads identify students who may need extra support at transition. • Primary children visit local secondary schools regularly. • Nursery/Secondary staff visit school to support transition. • Transition events are available and accessible to all pupils across key stages/year groups and settings. 	<ul style="list-style-type: none"> • 'Buddy' or peer systems are in place for students who are particularly vulnerable at transition. • Students identified as possibly struggling with transition have many additional visits in small groups. 	<ul style="list-style-type: none"> • The SENCO attends annual statement & EHC reviews. • 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.

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.

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/

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 Education Plans (IEPs). 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 governors of the school.