



The levels of support and provision offered by Mount Hawke Academy



MOUNT HAWKE ACADEMY

Special Educational Needs and Disability Information (SEND) 2026 / 2027

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 Mr Jerry Marks:

Contact Details: jerry.marks@mounthawke.org

Tel:01209 890230

Aspire Special Educational Needs Policy Document
[\(Click on link\)](#)

Aspire Equality and Diversity Policy
[\(Click on link\)](#)

MHA Accessibility Plan 2026/2027
[\(Click on link\)](#)



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

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• The views and opinions of all pupils are valued. • Pupil voice is represented in all aspects of school. • Pupil voice is heard through a variety of strategies, including: - Questionnaires - School Council - Pupil Conferencing - Our Buddy System	• Pupils with SEND are included in all pupil conferencing • Additional provision is developed in light of pupil voice where appropriate.	• Individual support is responsive to the views of the pupil. • Pupil views are an integral part of TAC meetings. PEP meetings and SEND reviews. Teaching staff listen to the child's views and these are captured in 'All About Me'. Where appropriate, pupils attend part of their review meetings. • Targets are agreed termly to support and challenge pupils with special educational needs and disabilities. • Pupils are encouraged to be involved in reviewing their progress towards targets. • The information is recorded on Individual Provision Plans. New plans are agreed termly. • For pupils with an Education, Health and Care Plan we hold an Annual Review which is child centred and we endeavour to hear and consider the views of our pupils



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2. Partnership with parents and carers

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Mount Hawke Academy works closely in partnership with all parents and carers to discuss their and their child's concerns with staff at the earliest opportunity. • 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. • 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. • Information on the school website, enables parent/carers to understand more about what their children are learning. Information is also shared through information newsletters and parents and carers are informed about school events, etc. through letters and emails and texts. • We work hard to respond to the needs of our parents and are happy for example to help	• Parents/carers are encouraged to contact school about concerns by telephone, letter, home/school books, email and by coming into school. • 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. • Websites are available to support parents with homework. • Parents/carers are encouraged to communicate through home/school books if appropriate and helpful. • We have invited parents/carers to informal information sessions from outside agencies for example SENDiass / Vision Support / Hearing Support	• Parent/carers are supported an encouraged in attending, and being actively involved in Early Support or TAC meetings, pupil reviews and in meetings with outside agencies. • 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. • Feedback from parents is fed back to class teachers and other relevant staff to help us improve our provision further. • Targets are set termly to support and challenge children with Special Educational Needs • For pupils with an Education, Health and Care Plan we use an Annual Review which



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parents/carers access support from other outside agencies and organisations We arrange a range of transition events for parents/carers of children starting school in Reception Year and for Y6 pupils transferring to secondary school.		is child centred and we endeavour to hear and consider the views of our pupils and their parents. - 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.
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3. The Curriculum

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- A creative topic-based curriculum based around our own planning designed to meet the needs of all learners including those with SEND and/or Disadvantage. - Knowledge and skills in each subject area carefully mapped to ensure progression through the years across all subjects including the key knowledge needed at each stage of the learning journey so that the children are fully prepared for the next stage in their life.	- When we identify a child or group of children as needing additional support in an area of learning we provide additional support or challenge - The impact of this support or challenge is continually monitored and evaluated to enable us to make sure it is supporting children effectively. - Extra support or challenge may be delivered within a small group teacher led or teaching assistant-led intervention.	- We dynamically adapt to the complex learning, physical, and sensory needs of our children. By scaffolded delivery and highly specialised differentiation, we ensure equitable access to all areas of the curriculum. - For pupils requiring a highly individualised approach to numeracy, we deliver 'Maths for Life'—a functional curriculum specifically tailored to develop practical, real-world mathematical skills and foster independent living.



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• All projects have clear start and end points and are planned and sequenced so that new knowledge and skills build on what has been taught before. • Our curriculum reflects the needs of Mount Hawke Academy children by addressing gaps in their knowledge and skills. • Our curriculum ensures we expose our pupils to a more diverse society by deliberately and systematically seeking and exploiting opportunities for our children to learn about, and experience, diversity and to increase cultural capital at every opportunity. • All children have full access to the curriculum and to educational visits that enrich learning. • We liaise with secondary schools that provide opportunities in focused curriculum areas for example: dance, maths and PE • Secondary schools also offer workshops aimed at more able and talented pupils in all areas of the curriculum.	• We ensure these interventions are closely linked with the class curriculum so that all of the children's learning is linked together. • In the last two years interventions have included: • Improving basic maths skills using fluency materials. • Small group, same day, phonics catch up using 'Little Wandle' - our phonics scheme. • Spelling, punctuation and grammar fluency • Fun fit to improve coordination and core balance • Improving children's pragmatic social skills through 'I'm A Social Detective' small group support.	• Where appropriate, intensive 1:1 support is deployed to facilitate access, introduce specialised topic vocabulary, or create bespoke physical and digital learning resources. • Fostering Autonomy: Every individual intervention is intentionally designed to scaffold success, build personal resilience, and empower the child to become an increasingly independent learner.
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4. Teaching & Learning

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- Our curriculum is a knowledge-based curriculum with skills underpinning. It is progressive and builds on skills and knowledge over time. Progress is made through learning more & remembering more. Lessons are carefully sequenced to ensure skills and knowledge are progressive. - All of our pupils benefit from high quality teaching throughout the school. - Curriculum content in our curriculum is scaffolded or differentiated to meet pupils needs. - Metacognitive approaches to teaching are used to support pupils to think about their own learning more explicitly, teaching them specific strategies for planning, monitoring, and evaluating their learning. - Learning Objectives are displayed and shared with all pupils. - Success Criteria are shared. - Pupils are given detailed verbal feedback during the lesson with next steps.	- We are constantly working to improve our subject knowledge and expertise to help us to support pupils effectively. - Class based staff share information and lesson plans to ensure that pupils with SEND have targeted support and provision. - Training by school staff and through specialist trainers has in past terms included: - Scaffolding lesson content to meet the needs of learners. - Autism Awareness, - The use of IT to support learning, - Vision support training, - Hearing support, - Developmental Co-ordination disorder, - PRICE (Protecting Rights In a Caring Environment) training, - Developmental Language Disorder - Makaton - Prem-Aware training - Little Wandle SEND training	- Our teachers and teaching assistants access training and support to help them work effectively to support and challenge children. - One-to-one support is in place for pupils who need more intensive support to enable them to become increasingly independent in their learning, e.g. for those with physical disabilities, sensory loss, speech and language difficulties, autism, global developmental delay. - Outreach from special school requested for advice on teaching and learning. E.g. CDC/GOSH - We use a multi-sensory approach to learning where possible.



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• Pupils' work is regularly marked and feedback code given. • English and Mathematics are a priority for all staff: Key vocabulary and key terms are displayed and discussed. • The Senior Leadership Team (SLT) & external moderators undertake regular lesson drop-ins and work scrutiny to monitor, evaluate and improve our teaching and learning. • High quality training is a priority at school for all of our staff. Pupil progress is monitored and recorded using: -An online tracking system -Class observations and records -Book scrutiny -Assessment during each school year - Tapestry -Pupil conferencing -Feedback from pupils and parents • The progress of individual pupils and groups of pupils is discussed at pupil progress meetings between class teachers and the Head of School and SENDCo. The information gathered is then used to identify gaps in learning, ensuring all pupils make maximum progress based on their individual needs.	• Class based staff work with small groups to: - ensure understanding - facilitate learning - foster independence - keep pupils on task. Independent pupil 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).	
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- The whole school uses a 'dyslexia- friendly' approach to teaching and learning, where learning is scaffolded and differentiated to meet the needs of pupils.

5. Self-help skills and independence

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- All pupils are encouraged to become independent and resourceful learners. - Staff know how to support children to develop their personal learning and thinking skills - Resources are available in all classrooms which promote independence. e.g. iPads, visual timetables, dictionaries, number lines, - School camps and educational trips - Clubs are on offer for all ages and interests including: football, art, French, BMX and Yoga - Buddy system, where year 6 and Year R pupils work together and support each other	- Where teaching assistants are in the classroom they facilitate independence. - Pupils have personalised equipment to help them to learn, such as talking tins, overlays, and timers.	- Teaching assistants working one-to- one with pupils 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 not available to them. - Personalised task boards and timetables are in place to support independence - Trauma In Schools support to promote and develop resilience and boost self- esteem and readiness to learn.



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6. Health, wellbeing and emotional support

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
• Risk assessments and safety policies are in place and are regularly updated to ensure all children are safe within school and on visits. • Mount Hawke Academy is a Healthy Schools Plus school which is evidence of all the work we do to promote a healthy lifestyle. • We have a Health & Well-Being Champion in school • Our PSHE curriculum incorporates elements of wellbeing and emotional resilience. • Trauma Informed Schools approach is used by all staff. This is a specific way of working with all children that helps develop their social and emotional well-being. • All staff are emotionally available to all children. Pupils complete a 'hand' profile of favoured adults whom they can approach for support. • The social, moral, spiritual and cultural aspects of learning are an integral part of our school life and a focus for our assemblies. • Buddies in year 6 support their fellow year R pupils.	• Time limited and monitored intervention groups address: - self-esteem - social skills / pragmatic social skills - social isolation - anger management • The school grounds offer areas for children to break away and take time out for quieter reflection. • 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. • NHS Mental Health Practitioner offers targeted workshops for whole classes or small groups on topics like anxiety, self-esteem, and resilience, as well as specialist 1:1 interventions such as CBT-based programmes and emotional regulation support.	• TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling is used to tailor individual provision and provide individual Trauma Informed Schools support sessions with our qualified TIS practitioner. • Bereavement counselling is available through our Penhaligon's Friends trained councillor. • Opportunities through school or family referrals to outside agencies to support individual pupils and their families including: - CAMHS - Social Care - Educational Psychology - Dreadnought - Penhaligon's Friends - CLEAR Music therapy / Art Therapy • Pupils with specific medical conditions have individual Healthcare plans / intimate care plans where appropriate



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		Our NHS Mental Health practitioner offers specialist 1:1 support for pupils with higher-level needs, including CBT-informed interventions, emotional regulation work, and tailored mental health support.
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7. Social interaction opportunities

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- All pupils have opportunities for social interaction, regardless of need. - Whole school events involving children at school and their families including music performances by the school band, Christmas performances, Sports days etc. - Special social events throughout the year e.g. The Teddy bears picnic for Year R.	- 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. - End of year celebrations for Year 6 - For children who have difficulties with pragmatic social skills, we run 'I'm A Social Detective' - Learning together sessions for children and their parents or carers	- Pupils individually supported by TA's or have PA's to enable their attendance at after school clubs or other activities where appropriate. - Additional support/ adjustments to provision made for individual pupils to ensure that every pupil can access opportunities for social interaction.



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	- Year 6 pair up with reception 'Buddies' and mentor them in their first year. - End of year celebration event for year 6 pupils at a local beach	
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8. The physical environment (accessibility, safety and positive learning environment)

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All areas of the school including our outside area are accessible to all. - Wheelchair access is available to all classes Pupils know what to do if they feel they are being bullied - There is a designated 'Designated Safeguarding Officer' : Miss Catherine Biddick and a deputy: Miss Claire Jouvenat, and a named Designated teacher for Children in Care (Mr Jerry Marks).	- Some toilets adapted by height. - Named adults are trained in PRICE (Protecting Rights In a Caring Environment) and de-escalation techniques	- Specialist equipment in practical lessons enables disabled pupils to be independent. - Classrooms/halls/corridors are made accessible for young people with sensory needs. - Lift available to gain access to extension. - 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.



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- Teachers focus on rewarding good behaviour in the learning environment. - Children's achievements are valued at our weekly Celebration Assemblies - An Early Years outdoor area which includes sand and water zones, and mud kitchen.		- As appropriate staff attend training offered to support individual needs. - Concerns or comments from staff, parents or the children themselves are shared with lunchtime staff through a 'communication book'
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9. Transition from year to year and setting to setting

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
- We liaise with local early year providers to identify pupils with additional needs who will be joining our school in YR - Opportunities for parents and children due to start in YR to meet their teachers and see their classroom through a series of online videos. , Information sessions for parents on how to help their child be ready for school For all pupils before they move up to a new year	For some pupils before they move up to a new year group: Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. For some children due to start secondary school:	For some pupils before they move up to a new year group: - Creation and use of 'pupil passports' and similar resources to support pupils during the summer term and for their parents to use with their children in the holidays to support a smooth transition. For children moving to a different school before the end of Y6: - Where possible, discussion with staff at new school to discuss individual needs and



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group: • Parents informed in advance by letter of which class their child will be in in the new school year. • Teachers from previous class and new class meet to discuss all individual pupils. • Moving Up Day for children to meet the teachers and teaching assistants who will be working with them during the next year. For children moving to a different school before the end of Y6: • Where possible talk with staff at new school to discuss pupil For children due to start secondary school: • SENDCo and Year 6 staff talks to secondary school staff and where possible visits local secondary schools to discuss all children who will be transferring from our school at the end of Y6. • Visits from secondary school staff and previous pupils to meet Y5 and Y6 children. • Activities for our Y5 and Y6 children led by local secondary schools	• Enhanced transition for invited children including those with additional needs and those who may feel anxious about the transition to a local secondary school through an additional visit accompanied by a member of staff from their primary school to meet learning mentors and have a school tour. • Our NHS Mental Health Practitioner offers workshops to help children in Year 6 prepare for transition to secondary school	where appropriate pass on resources for the pupil to use at their new school. For some children due to start secondary school: • Some individual children may need a more structured and supported transition between primary and secondary school • For these children, discussions involving the child, their parents and the primary and secondary school will help us know how to best support this transition. • Parents may want to visit secondary schools that they feel may suit their child. The SENDCO is happy where possible to accompany parents on visits to secondary schools if parents would like this.
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10. The SEND training attended by our staff during the last year.

Wave 1 provision	Wave 2 provision	Wave 3 provision
Whole school approaches: The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
SENDCO: • Masters degree in Education		SENDCO, teachers and teaching assistants:



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• Accredited SENCO qualification • National Professional Qualification of Senior Leadership • Trauma Informed Practitioner Status • PRICE training Whole staff training: • Scaffolding learning across the curriculum • Listening for Learning • Little Wandle Phonics Individual teachers and teaching assistant training: • Developmental Co-ordination Disorder • ASD • PREM Aware training		• PRICE training • Makaton training • Epilepsy awareness training Individual staff training: • Paediatric Epilepsy Awareness • Training provided by the Vision Support Team • Training provided by the Hearing Support Team • Gastrostomy training
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11. Organisations we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	Operates as the central gateway to early intervention and multi-agency care from pre-birth up to age 18 (or 25 for young people with SEND). Assesses requests for help to deliver targeted services including Family Help, health visiting, school nursing, Portage, SCIP, and Team Around the Child (TAC).	Phone: 01872 324605 Email: earlyhelphub@cornwall.gov.uk Hours: Mon–Thu 8:45am–5:15pm, Fri 8:45am–4:45pm
Cornwall SENDIASS	Delivers free, confidential, and legally impartial information, advice, and support on matters relating to education, health, and social care law. Empowers children, young people (0–25), and parent-carers to express their views during disputes or statutory processes.	Phone: 01326 331633 Email: info@cornwallsendiass.org.uk Address: 13 Bank Street, Newquay, TR7 1DH Helpline: Mon–Fri 10:00am–3:00pm
Statutory SEND Team	Coordinates statutory EHC Needs Assessments, annual reviews, phase transfers, and moving-in/out protocols for pupils with EHC Plans. Manages admissions and allocations for Area Resource Bases (ARBs) and special schools.	Phone: 01872 324242 Email: statutorysen@cornwall.gov.uk Address: 3 West, New County Hall, Truro, TR1 3AY
Autism in Schools Team (AST)	Supports school-aged (4–16) diagnosed autistic pupils on school roll in Cornwall. Employs a neuro-affirming approach to assist schools in adapting physical, sensory, and educational environments. Offers school training, parent cafes, group work, and a term-time advice line.	Phone: 01872 324102 Email: autismteam@cornwall.gov.uk
Cognition and Learning Needs Team	Works with mainstream schools, post-16 settings, and families to support pupils who are progressing academically at a slower pace than their peers. Conducts classroom observations, reviews schoolwork, and provides tailored strategy reports.	Phone: 01872 324242 Email: send@cornwall.gov.uk
Early Years Inclusion and SEND Team	Supports children aged 0–5 enrolled with early years providers who are not meeting development milestones within the Early Years Foundation Stage (EYFS). Provides general advice, models	Phone: 01872 324242 Email: send@cornwall.gov.uk



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	inclusive strategies, supports transitions, and administers early years inclusion funding.	
Hearing Support Team	Specialist service supporting d/Deaf or hearing-impaired learners aged 0–25. Employs Advisory Teachers, Speech and Language Therapists, and Sensory Support TAs to deliver environmental audits, transition support, training, and specialized equipment loans. Diagnosis required.	Phone: 01872 324140 Email: sensorysupportservice@cornwall.gov.uk
Vision Support Team	Supports visually impaired children and young people aged 0–25, their families, and educational settings. Conducts functional vision assessments, loans specialist equipment, and delivers expert instruction in braille, assistive technology, and habilitation. Diagnosis required.	Phone: 01872 324140 Email: sensorysupportservice@cornwall.gov.uk
Multi-Sensory Impairment (MSI) Support	Joint specialist support delivered collaboratively by the Vision and Hearing support teams for children and young people with diagnosed concurrent visual and hearing impairments. Focuses on environmental access, equipment loans, and communication strategies.	Phone: 01872 324242 Email: send@cornwall.gov.uk
Physical Disability or Medical Needs Advisory Team	Education-based team working with schools, families, and post-16 settings to ensure inclusion, achievement, and progression for pupils with physical or medical needs. Assists with classroom accessibility, transition planning, and learning adaptations.	Phone: 01872 324242 Email: send@cornwall.gov.uk
Speech, Language and Communication Needs (Communication Support Team)	Education-based service working with schools to implement communication strategies, modify classroom environments, and deliver staff training. Provides coaching for Teaching Assistants under clinical guidance.	Phone: 01872 324242 Email: send@cornwall.gov.uk
Augmentative and Alternative Communication (AAC) Team	Assists children up to age 18 in educational settings who use powered or electronic communication devices. Coordinates equipment trials, long-term loans, maintenance, and technical training in partnership with NHS assessment teams.	Phone: 01872 324242 Email: send@cornwall.gov.uk



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Education Welfare Service	Advises parent-carers considering Elective Home Education (EHE). Monitors registration and outlines how home education limits or terminates access to local authority-funded universal SEND support services.	Phone: 01872 324298 Email: educationwelfare@cornwall.gov.uk Hours: Mon–Fri 9:00am–4:45pm (term-time only)
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Pupil progress

Pupils' progress in lessons is assessed on a daily basis by the class teacher, and where appropriate, through discussions with other staff members. Pupils also have the opportunity to self-assess their progress towards the learning outcomes in their lessons.

For pupils with SEND, termly Individual Provision Maps (IPM) are created by the class teacher in collaboration with the pupil and SENDCO. These maps outline specific targets and strategies tailored to the child's needs. As pupils achieve these targets, they are adjusted, or new ones are set. At the end of each term, pupils with SEND reflect on their progress and provide feedback on their journey towards these individual targets.

How do we know how good our SEND provision is at Mount Hawke Academy?

We evaluate the quality of our SEN provision throughout the year to ensure it meets the needs of all our pupils. This is done through half-termly data analysis of subjects such as reading, writing, maths, science, and the foundation subjects including music, art, DT, history, geography, and PE.

The quality of our SEND provision is also reviewed through termly Aspire monitoring visits, lesson and intervention group observations, learning walks, book scrutinies, and discussions with pupils. We use this information to plan and adjust the support we provide for our pupils with SEND as needed.

Our commitment to excellence is reflected in the outstanding grades awarded to the school in the most recent OFSTED inspection (October 2024). OFSTED highlighted our approach to SEND, stating, "From the moment children start in the early years, staff demonstrate high levels of warmth and care. Staff ensure that pupils with SEND play a full part in the life of the school, including participation in extra-curricular activities. Staff make precise adaptations to support pupils with SEND. This helps them to learn well and thrive."

Additionally, OFSTED praised the strong culture of support at Mount Hawke Academy, noting that "the school places a high priority on pupils' personal development and wellbeing, including those with SEND," and highlighted our success in creating an inclusive environment. The report also affirmed that "the school relentlessly continues its pursuit for excellence, evaluating its work to check that no limits are put on what pupils can achieve," ensuring all pupils, including those with SEND, have access to high-quality education.



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If you wish to complain

If you feel that you have concerns about your child's SEND provision, in the first instance please speak to the class teacher. Where appropriate, concerns may then be escalated to the Head of School (Miss Catherine Biddick).

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website: <http://cornwall.childrensservicedirectory.org.uk>



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FREQUENTLY ASKED QUESTIONS

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

At Mount Hawke Academy, we always listen to parents' concerns about their child. We closely monitor children who may be vulnerable or are experiencing challenges related to disability, emotional well-being, or academic progress. This is done through tools such as termly tracking systems and regular feedback from staff. Together, this information helps us identify children who may need extra support.

When a child joins our school from another setting, we make every effort to gather as much information as possible from their previous school. If external professionals are involved with the child, their opinions and reports are carefully considered to ensure we have a comprehensive understanding of the child's needs.

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

If you think your child may have a special educational need, we are here to listen and support you. Please speak to your child's class teacher initially, and following that conversation, they may arrange a meeting with the Special Educational Needs and Disability Co-ordinator (SENDSCO) and/or the Head Teacher. After these discussions, appropriate steps will be taken to address any concerns you may have regarding your child's needs.

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

At Mount Hawke Academy, we take a flexible and creative approach to both the Early Years Foundation Stage Framework and the Primary Curriculum. We carefully plan lessons and activities to ensure they are accessible to all pupils, creating a curriculum that is rich, varied, and relevant to inspire and engage children in their learning.

All lessons are adapted to meet the needs of every child. If a child requires additional support, they may be withdrawn from the classroom for short periods to access more intensive interventions. However, we take great care to ensure they do not miss out on key classroom learning.



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Interventions are planned collaboratively by the class teacher and SENDCO, ensuring they closely align with the child's current classroom learning. These interventions are designed to help the child develop skills that they can then apply back in the classroom, fostering both their academic progress and emotional well-being, as well as encouraging greater independence in their learning.

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

At Mount Hawke Academy, we believe in maintaining an open and positive dialogue with parents to support each child's learning and development. We operate an 'open door' policy, which allows parents to speak to staff at the end of the day or arrange meetings to discuss concerns, share successes, and celebrate achievements.

Parents are invited to attend Parent Consultations in both the autumn and spring terms. For families of pupils with SEND, these consultations provide an opportunity for the class teacher to share specific strategies that can be used at home to further support their child's learning.

In addition, families can engage with a variety of optional learning activities, often linked to the class topic, to further support their child's learning at home.

Each year, parents receive an annual report outlining their child's progress, and throughout the year, we host 'open afternoons,' where parents are invited to visit classrooms to observe and discuss their child's learning. We also provide 'learning together' sessions after school, such as maths workshops, where parents can join their children in exploring learning activities.

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

At Mount Hawke Academy, the well-being of every child is a central priority. We provide a nurturing and supportive environment that promotes both physical and mental health, helping children to thrive in all aspects of life.

We support children's well-being in a variety of ways, including:

- Teaching them how to stay physically healthy and enjoy good mental health
- Promoting healthy lifestyle choices and emotional literacy
- Keeping them safe from harm and neglect through strong safeguarding practices
- Helping them to enjoy school life and achieve their potential through rich, meaningful learning experiences
- Equipping them with the skills they need for adulthood and encouraging independence
- Enabling them to contribute positively to school life, the wider community, and society
- Ensuring that no child is held back by economic disadvantage and that all pupils can access the opportunities they need to succeed



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We also offer targeted well-being support where needed, including pastoral care, emotional literacy interventions, and access to external services.

6. How accessible is the school environment?

Mount Hawke Academy is committed to providing an inclusive and accessible environment for all pupils, staff, and visitors. Our school buildings are fully accessible, with level access and ramps where needed. We have accessible changing and toilet facilities located at both ends of the school to support pupils with physical or medical needs.

We make reasonable adjustments where necessary to ensure that all children can access the curriculum and school environment safely and comfortably.

7. How will school prepare and support my child through the transition from key stage to key stage and beyond?

At Mount Hawke Academy, we recognise that transitions can be challenging, and we are committed to ensuring that every child is well supported during each stage of change—whether moving to a new class within school or transitioning to secondary education. We take time to listen to pupils' views and actively involve parents throughout the process. When pupils with SEND move on to secondary school, staff from both settings work closely together to create an individualised transition plan. This may include additional visits to the new school, supported by familiar staff, as well as extra opportunities for parents to meet with the secondary school's SEND team.

More details about our transition support can be found in the SEND Information Report.

8. What specialist services and expertise are available at or accessed by your school?

We access a wide range of specialist services to support our pupils with SEND, depending on individual needs. Some of these services are provided within the Aspire Multi Academy Trust, while others are delivered by external agencies. These include, but are not limited to, Speech and Language Therapy, the Early Help Hub, and the Autism Spectrum Team.

Parents can also explore available support services through the Family Information Service website:

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page>

This site offers information on a wide range of resources, including parent training opportunities and drop-in sessions.

9. How will my child be included in activities outside the classroom including school trips?



The levels of support and provision offered by Mount Hawke Academy

At Mount Hawke Academy, inclusion is at the heart of everything we do. Activities outside the classroom—such as school trips, camps, and after-school clubs—are a valued part of school life and are planned with all children in mind.

All pupils are encouraged to take part, and those who require additional support are enabled to do so with the help of their 1:1 support assistants where appropriate. Adaptations are made when necessary to ensure that every child can participate fully, while also being mindful to maintain the quality of experience for all children involved.

10. What SEND training have the staff at school had or are having?

The Special Educational Needs and Disabilities Co-ordinator (SENDCo) holds a Master's degree in Education and has completed the National Award for SEN Co-ordination—a year-long, in-depth qualification covering a broad range of topics to support effective provision for children with Special Educational Needs in school.

In addition, both the SENDCo and other members of staff regularly engage in ongoing professional development. A full list of recent training is available in the SEN Review Document on the school website.

So far this year, staff have received training on developing Mentally Healthy Schools, Trauma-Informed Practice, and PREM Aware approaches, which focus on understanding the long-term effects of premature birth on children's learning and development.

11. What should I do if I feel that the Local Offer and the Information Report is not being delivered or is not meeting my child's needs?

If you have concerns that the Local Offer, the Information Report, or the School's SEND provision is not being delivered as expected or is not meeting your child's needs, we encourage you to contact the school directly in the first instance. Please speak to the SENDCo, Mr J Marks, who will be happy to discuss your concerns and work with you to find a resolution.

If your concerns remain unresolved, you may escalate them to the Director of Inclusion for Aspire Academy Trust, Sally Hannaford, or to the Board of Directors.

12. How is your School Offer and Information report reviewed?

Our School Offer and Information Report are reviewed annually in consultation with staff and hub councilors.