



# Mount Hawke Academy

## SEND Review 2026 / 2027

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### Our Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – Every teacher at Mount Hawke Academy is accountable for the progress of all students, including those with SEN.
- ✓ We employ an inclusive, differentiated, and personalised approach to ensure every learner fully engages in all aspects of the curriculum and school life.

### Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children who require support to catch up through conversations with staff and parents, data analysis, pupil conferencing, work scrutiny, professional reviews, pupils placed at 'On Alert' to put in targeted intervention.
- ✓ Identification of children requiring SEN Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children identified as requiring SEN Support, or with an Education, Health and Care Plan are on our Record of Need.

### How we identify children who need additional or different provision:

- ✓ Class teacher refers to SENDCo – children who have been 'on alert' for two terms and provision put in place at this point has had no significant impact
- ✓ Ongoing curriculum assessments
- ✓ Tracking progress using data
- ✓ Further assessments by specialists, including those from external agencies

We take an holistic approach in all aspects of a child's development and well-being. Our pastoral support arrangements for supporting the emotional and social development of all children, including those with SEN, is set out in our School Offer. Our measures to prevent bullying are set out in the Aspire Anti-Bullying Policy.

## How we listen to the views of children and their parents:

| What                                                  | Who                                                                                                                             | When                                                                                                                               |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------|
| Feedback discussions                                  | Class teachers, support staff and SENDCo                                                                                        | As and when needed or requested                                                                                                    |
| Parents' appointments at parent consultation evenings | Class teachers and SENDCo<br>Class teachers and SENDCO as needed                                                                | Meetings offered to all parents in Autumn and Spring terms. Individual appointments offered to all parents with SEND if requested. |
| Termly Review Meetings                                | Class teachers, SENDCo                                                                                                          | Termly follow-up telephone calls or meetings to review targets and co-construct Individual Provision Maps for the next term.       |
| Home-School Book                                      | Parents/carers and classroom staff                                                                                              | Daily as agreed between parent/carer and class teacher.                                                                            |
| Individual Parent Meetings                            | Parents/carers and SENDCO                                                                                                       | As and when needed or requested to discuss needs and progress.                                                                     |
| Pupil Voice                                           | Teacher-led small group sessions, involvement in setting and reviewing learning targets, views shared at Early Support Meetings | Yearly                                                                                                                             |
| TAC Meetings (Team Around the Child)                  | Pupils with 3 or more agencies working with them                                                                                | Every 6 – 8 weeks                                                                                                                  |
| Annual SEND Reviews for Pupils with EHC Plans         | Classroom staff, parents, professionals (e.g., SENCO, therapists)                                                               | Annually                                                                                                                           |

## The Assess, Plan, Do, Review Cycle:

For children on our Record of Need, we establish an Assess, Plan, Do, Review cycle through termly review meetings where provision is adjusted to meet current needs. An Individual Provision Map is developed in collaboration with the child, their parents, and the class teacher. Please refer to our SEN Policy for more information.

In the 2025/2026 academic year, 37 children received SEN Support, with 9 having Education, Health, and Care Plans (EHCPs).

This year, provision for these children on our Record of Need has included:

## Communication and Interaction:

- ✓ **'I'm A Social Detective':** Group activities for children in KS1 and KS2 to help them practise reading social cues and understanding interactions.
- ✓ **'We Thinkers' groups:** Small sessions that help younger children learn how to share space, listen to others, and talk about feelings.
- ✓ **Plays and productions:** Opportunities for children to take part in school shows and class assemblies to build speaking confidence.
- ✓ **Visual reminders:** Using visual timetables, picture cards, and traffic light systems in class so children know what activity is coming next.
- ✓ **Communication boards & PECS:** Using picture cards and symbols so children who find speaking difficult can show what they need.
- ✓ **Different ways to record work:** Letting children use reading pens, voice-to-text typing, photo diaries, or adult scribes so they can show their learning without getting stuck on writing.
- ✓ **Clear classroom habits:** Teachers use clear language, ask children to repeat back instructions to check understanding, and use clear task boards.
- ✓ **Inclusion Advisor visits:** Working with our Aspire advisor who observes children in school and meets with parents to support home routines.
- ✓ **Speech and Language Team support:** Working with advisors who help us adjust our classrooms and implement speech and language strategies.
- ✓ **Shape Coding training:** Teaching Assistants have been trained to use shapes and colours to help children see how sentences are built by the Communication Support Team.
- ✓ **AAC Tech Support:** Working with a specialist team to support a pupil using an electronic communication tablet in class.

## Cognition and Learning:

- ✓ **Daily Little Wandle Phonics:** Daily catch-up sessions in small groups to help children stay on track with their reading.
- ✓ **Little Wandle SEND:** A customised version of our phonics scheme for children who need to learn phonics with adapted resources and at adapted pace.
- ✓ **'Maths for Life':** A personalised, practical maths pathway that focuses on real-world skills like using money, telling the time, and daily independence.

- ✓ **Dyslexia screening:** In-school checks to spot early signs of reading or writing difficulties so we can put support in place.
- ✓ **Precision teaching:** Short, targeted practice sessions every day to help a child remember specific words, facts, or numbers.
- ✓ **Dyslexia-friendly classrooms:** Setting up spaces with easy-to-read print and backgrounds to make reading more accessible.
- ✓ **Independence-focused TA help:** Teaching Assistants guide children so they develop the confidence to try tasks on their own.
- ✓ **Now & Next boards:** Simple two-step visual boards that show a child exactly what task they are doing now, and what activity comes next.
- ✓ **Computer help:** Using laptops, speech-to-text tools, and tablet apps to help children research and read on their own

## Social, Emotional and Mental Health

- ✓ **Personalised 5-point scales:** Personal charts that help children identify and monitor how they are feeling.
- ✓ **Bereavement support:** Support in school for children coping with a serious family illness or loss.
- ✓ **Individual timetables:** Adjusting a child's school day with planned breaks to keep their routine manageable.
- ✓ **TIS trained school staff:** Support from staff trained to be available for children needing emotional support.
- ✓ **NHS Mental Health Practitioner:** In-school support from our Mental Health Practitioner, Jon Evison, offering 1:1 intervention programmes, emotional support, and group resilience workshops.
- ✓ **Boxall profiling:** A checklist tool used to see where a child needs extra emotional support and care.
- ✓ **1:1 TIS sessions:** Individual time for a child to work through feelings with our trained Trauma Informed practitioner, Mrs Ali.
- ✓ **CAMHS guidance:** Working closely with local children's mental health services when a child needs specialist support.
- ✓ **Attachment & wellbeing training:** Training for our staff on how to support children who feel anxious or have attachment difficulties.
- ✓ **Choice and motivation tools:** Giving children structured choices in their tasks to help them feel in control and motivated.
- ✓ **Time-out & quiet zones:** Quiet spaces inside and outside the classroom where children can go for a break.
- ✓ **Calm playtimes:** Providing quieter, structured alternatives at break and lunchtime for children who need them.
- ✓ **PACE approach:** Training staff to use a playful, accepting, curious, and empathetic way of speaking to help soothe anxious children.

## Sensory and/or Physical Needs:

- ✓ **Occupational Therapy exercises:** Sensory movements and routines based on direct advice from the child's therapy team.
- ✓ **Sensory tools:** Keeping items like fidget tools, chewable items, and wobble cushions handy, alongside chances for heavy muscle work.
- ✓ **Sensory breaks & circuits:** Short movement breaks or obstacle paths to help children regulate their bodies.
- ✓ **Funfit groups:** Small exercise groups that help children improve their balance, core strength, and coordination.

At Mount Hawke Academy, we are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), flourish and achieve their personal best. Our most recent OFSTED inspection (October 2024) assessed the school as 'Outstanding' in all areas and explicitly recognised our dedication to our SEND pupils.

## Our Commitment to SEND Provision:

**Inclusive Environment:** The OFSTED report highlights that "Staff ensure that pupils with SEND play a full part in the life of the school, including participation in extra-curricular activities." This reflects our unwavering commitment to providing an inclusive environment where every child feels valued and has access to all opportunities.

**Precise Adaptations and Support:** The inspection noted that "Staff make precise adaptations to support pupils with SEND. This helps them to learn well and thrive." We continue to meticulously plan and implement individualised support strategies, ensuring that these are tailored to meet the specific needs of each pupil.

**High Expectations and Academic Achievement:** As recognised by OFSTED, "The school has the highest expectations of its pupils in all areas of school life. Pupils rise to these. They have a love for learning. Pupils, including those who are disadvantaged, achieve highly academically." This commitment extends to our pupils with SEND, who are supported to achieve their full academic potential.

**Effective Monitoring and Review:** The OFSTED report stated that "Staff comprehensively review the targets of pupils with SEND. This ensures they get the right support." We maintain a rigorous system of monitoring and review, regularly assessing progress and adapting provision as needed.

**Early Identification and Support for Reading:** OFSTED specifically praised our "well established and systematic approach to the teaching of early reading," noting that "Staff quickly spot those pupils who fall behind. They give precise support to help them catch up and keep up." This proactive approach is particularly beneficial for pupils with SEND who may experience challenges with early literacy.

Collaboration and Expertise: We ensure the quality of our provision by regularly meeting with parents and carers to discuss emerging issues and needs, fostering strong home-school partnerships. We collaborate closely with class teachers and support staff, monitor interventions and planning, and provide targeted training to meet the diverse needs of our pupils. Our Aspire SEND group continues to foster collaboration, enhancing SEND practices and sharing best practices across the Aspire Academy Trust. The SENDCo actively participates in all Aspire inclusion training days, ensuring our practice remains at the forefront of educational developments.

### Looking Forward:

Mount Hawke Academy will continue to build upon its 'Outstanding' provision for pupils with SEND, ensuring that every child receives the tailored support and opportunities they need to thrive, achieve their "personal best," and be exceptionally well prepared for the next stage of their education. We will continue to evaluate our practices, incorporate pupil voice, and maintain our collaborative approach with families and external agencies to ensure the highest quality of education for all.

### Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group intervention such as same day phonics catch up, Funfit, We Thinkers.
- ✓ Liaising with parents, meeting and greeting specific pupils at the start of the day/end of the day.
- ✓ Supporting learning in class.
- ✓ Lunchtime supervision.
- ✓ Running clubs.
- ✓ Adaptations to equipment and resources.
- ✓ Supporting individual children or groups in class.

We monitor the quality and impact of our support by offering all staff opportunities to develop their training, assigning diverse roles, promoting opportunities to access wider SEN experiences, and providing opportunities to liaise with other schools. These measures enable our support team to continuously enhance their skills and contribute effectively to the educational and developmental needs of all pupils at Mount Hawke Academy.

## Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was:

| Income             | Type of Funding       | Notes                                                                                                 |
|--------------------|-----------------------|-------------------------------------------------------------------------------------------------------|
| £76,115.60         | SEN Top Up Funding    | Relates to specific children as per the school's statement or EHCP for additional support             |
| £7,601             | High Needs Protection | An element of funding that recognises the SEN need over and above that which the core budget supports |
| £142,921.02        | Notional SEN Funding  | Part of the core budget appertaining to SEN                                                           |
| <b>£226,637.62</b> | Total                 |                                                                                                       |
| Expenditure        | Type of Expenditure   | Notes                                                                                                 |
| £210,888           | SEN Staffing          | Teaching Assistants/Lunchtime Support, 0.4 SENCO<br><br>General                                       |
| £3,462             | Specialist Support    |                                                                                                       |
| £9,296             | Alternative provision |                                                                                                       |
| £1000              | SEN Resources         |                                                                                                       |
| <b>£224,646.00</b> | Total                 |                                                                                                       |

This was allocated in the following ways:

- ✓ Support staff
- ✓ External Services (See School Offer)
- ✓ Specialist Provision
- ✓ Teaching and Learning resources
- ✓ Staff training
- ✓ Resources
- ✓ Additional adult support for pupils with SEMH needs

## Continuing Development of Staff Skills:

| Area of Knowledge/Skill           | Staff Member         | Training Received                            |
|-----------------------------------|----------------------|----------------------------------------------|
| Communication & Interaction       | 1 teaching assistant | Autistic Spectrum Condition                  |
| Social, Emotional & Mental Health | 1 teaching assistant | Team Teach                                   |
| Cognition & Learning              | All teaching staff   | Adapting the curriculum for pupils with SEND |

|                             |                       |                                                                                  |
|-----------------------------|-----------------------|----------------------------------------------------------------------------------|
| Communication & Interaction | 2 teachers            | Makaton                                                                          |
| Physical Needs              | SENDCo                | Sensory Processing Disorder                                                      |
| SEMEH                       | SENDCo                | Positive behaviour management                                                    |
| Cognition & Learning        | All teaching staff    | Scaffolding the curriculum to meet the needs of learners with SEND               |
| Cognition & Learning        | 2 teaching assistants | Precision Teaching                                                               |
| Cognition & Learning        | 3 teaching assistants | Adaptations to teaching synthetic phonics using the Little Wandle SEND programme |
| Communication & Interaction | 1 teaching assistant  | We Thinkers                                                                      |
| Physical Needs              | 3 teaching assistants | Specialist medical training                                                      |
| Physical Needs              | 1 teacher             | Hearing Impairment                                                               |

This year, whole school training has focused on two key areas: assessment using the Pre Key Stage Standards and the use of scaffolding to adapt the curriculum for pupils with Special Educational Needs and Disabilities (SEND).

We monitor the impact of this training by:

**Observation of Implemented Strategies:** Regular observations to assess how the strategies learned in training are being implemented in practice.

**Policy Adherence:** Ensuring that staff adhere to established policies related to assessment and curriculum adaptation for pupils with SEND.

This approach ensures that the training provided translates into effective practices that support the educational progress and inclusion of all pupils at Mount Hawke Academy.

### Partnerships with other schools and how we manage transitions:

We work with a number of schools in the area in the following ways:

- ✓ Heads of School meetings
- ✓ Meetings between SENDCos
- ✓ Aspire SEND group meetings
- ✓ Termly Aspire hub monitoring days
- ✓ Shared workshops accessed by our pupils and those from other academies

- ✓ Transition to secondary school: whole class and enhanced transitions, regular communication.
- ✓ Academy trips, camps and sporting events
- ✓ Moderation meetings
- ✓ Learning walks in other schools

### Transitions:

At Mount Hawke Academy, we deeply understand the importance of smooth transitions for our pupils at every stage of their educational journey. Our highly skilled staff ensure that our ambitious intentions for every child become a reality, and this commitment is particularly evident in our approach to transitions, especially for pupils with SEND.

### Starting Strong in Early Years:

For children joining us from Nursery to Reception, we lay a robust foundation. We maintain open and frequent communication with local pre-schools and our Reception staff, allowing us to understand each child's needs well in advance. Our Reception team makes personal visits to local nurseries, meeting the children and engaging with staff to foster familiarity and ease any anxieties. We also proactively support families through our school website, where we upload videos early in the summer term. These videos introduce children and their families to school staff and the classroom layout, using fun activities like storytelling and virtual treasure hunts.

### Moving Up Through the School:

As pupils progress through Mount Hawke Academy, transitions between classes and teachers are seamlessly supported. We achieve this through carefully planned transition days and numerous opportunities for children to interact with various staff members during clubs and shared assemblies. We recognise that some pupils may feel vulnerable or anxious during these changes. For these pupils, we provide an enhanced transition package. This includes personalised items such as a photo book introducing their new class and a warm welcome postcard from their teacher before the holidays, helping them feel connected and prepared.

### Preparing for Secondary School:

The transition from Year 6 to secondary school is a significant milestone, and we provide structured, comprehensive support. This includes planned transition days at secondary schools and visits from secondary school staff to our academy. Our Special Educational Needs Coordinator (SENDCo) provides specialised assistance for parents of pupils with Autism Spectrum Disorder (ASD) who are transferring to secondary school, offering guidance and reassurance. For all pupils with SEND, we ensure that receiving schools are fully informed about individual needs. This involves creating one page profiles outlining each pupil's requirements and organising additional opportunities such as extra visits or transition days as necessary to ensure a bespoke handover.

### Partnership with Parents:

Parents are an integral part of this entire process. We actively seek their input by providing clear avenues for voicing any concerns they may have. We offer ongoing support throughout

the application process for secondary schools and assist in selecting the best school that aligns with their child's educational and developmental needs. This collaborative approach ensures that transitions at Mount Hawke Academy are as smooth and supportive as possible for both pupils and their families, preparing them exceptionally well for the next stage of their education.

### Ongoing development:

We work hard to ensure that any areas of support for our learners that can be improved are identified and that strategies are put in place to make those improvements. We do this through our School Development Plan, which includes our SEN Action Plan.

### Our complaints procedure:

Should you have any concerns or wish to make a complaint regarding SEN support and provision, as a first step, please contact your child's class teacher. They are best placed to address day-to-day matters and often resolve concerns swiftly. Our SENDCo is also readily available to discuss any concerns or complaints you may have and will work with you to find a resolution.

### Other relevant information and documents:

The Designated Safeguarding Leads in our school are Catherine Biddick and Claire Jouvenat.

The Designated Teacher for Children in Care is Jerry Marks

The Local Authority's Offer can be found at [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

Our [Accessibility Plan](#) can be found on our website.

Our SEN Policy and School Offer (our contribution to the Local Offer) can be accessed via the links on our website.

Details about our curriculum, including how it is made accessible to children/young people with SEN, can be viewed from the link on our website – [How We Adapt the Curriculum to Meet the Needs of Pupils with SEND at MHA.](#)

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