



Mount Hawke Academy

SEN Review 2022 / 2023

Name of SENDCo: Jerry Marks

Dedicated time weekly: 0.4

Contact email: jerry.marks@mounthawke.org

Contact Phone Number: 01209 890230

Name of SEN Governor: Claire Elliot

School Offer link: [Mount Hawke Academy Special Educational Needs](#)

Out Approach to Teaching and Learning:

- ✓ High Quality Teaching and Learning – All teachers are responsible for the learning and progress of every child in their class, including those with SEN.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEN, to engage with all aspects of school life.
- ✓ Refer to Teaching and Learning Policy

Our Graduated Response for Learners:

- ✓ Continual monitoring of the quality of teaching
- ✓ Identifying and tracking the progress of children/young people that require support to catch up by 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/young people requiring SEN Support and initiation of "assess, plan, do, review" cycle.
- ✓ Consideration of application for Education, Health and Care Plan.
- ✓ All children/young people identified as requiring SEN Support, or with an Education, Health and Care Plan (or statement) are on our Record of Need.

How we identify children/young people that 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 a 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/young people, including those with SEN, is set out in our School Offer. Our measures to prevent bullying can be seen in our Anti-bullying policy.

How we listen to the views of children/young people 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 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.
Home-School Book	Parents / Carers and classroom staff	Daily as agreed between parent/carer and class teacher.
ILP Meetings	Parents/Carers and teacher and/or SENDCo	At parent meetings as needed or requested.
Individual parent meetings to discuss needs and progress.	Parents/carers and SENDCO	As and when needed or requested
Pupil Voice	Teacher-led small group sessions to ascertain pupil's views. Pupil involvement in setting and reviewing individual learning targets. Pupil's views shared at Early Support Meetings	Once a year Termly Termly
TAC meetings	Pupils with 3 or more agencies working with them	Every 6 – 8 weeks

The Assess, Plan, Do, Review Cycle:

For children/young people on our Record of Need, an Assess, Plan, Do, Review cycle will be established by termly review meetings where provision is adapted to meet current needs. An Individual Learning Plan is put in place in partnership with the child/young person, their parents and the class teacher. Please see our SEN Policy for further details.

During the 2021/2022 academic year, we had 37 Children/young people receiving SEN Support and 8 children/young people with Education, Health and Care Plans.

This year, provision made for these children/young people on our Record of Need has included:



Communication and Interaction:

- ✓ Use of socially speaking and 'I'm A Social Detective' resources for pupils in KS2
- ✓ Opportunities to develop communication skills in school productions and class performances.
- ✓ The use of visual prompts such as visual timetables and traffic light cards.
- ✓ The use of alternative ways of recording learning – for example use of iPad's, photos, talking tins, adult scribes.
- ✓ Good practice in teaching, for example the use of clear unambiguous language consistent across the academy asking children to repeat back instructions, task management boards, regard systems and promoting a growth mind-set approach.
- ✓ Aspire inclusion advisor has worked with the school school to observe pupils and meet with parents to help support pupils at home

Cognition and Learning:

- ✓ Daily Little Wandle small group and 1:1 phonics catch up.
- ✓ Dyslexia screening
- ✓ Precision teaching
- ✓ Dyslexia friendly approach in classrooms
- ✓ TA support to facilitate independent learning
- ✓ Visual timetables / Now & Next boards
- ✓ ICT (including voice to text) used to facilitate recording, reading and investigation

Social, Emotional and Mental Health

- ✓ Circle of Friends intervention
- ✓ Personalised 5 point scale
- ✓ Bereavement counselling
- ✓ Individual timetable
- ✓ TIS trained school staff support for children needing emotional support.
- ✓ Comprehensive screening using Motional or Boxall.
- ✓ 1:1 sessions with TIS practitioner
- ✓ Access to specialised support for individual pupils through CAMHS.
- ✓ Staff training in supporting children with mental health needs and with attachment difficulties using the Trauma in Schools approach.
- ✓ Use of choice and motivation
- ✓ Provision of time out / quiet areas for some pupils
- ✓ Down-regulatory provision for breaktimes / playtimes

Sensory and/or Physical Needs:

- ✓ Sensory sessions focussed around specific guidance from Occupational Health professionals
- ✓ Access to sensory aids such as stress relievers, chewable jewellery, sensory feedback cushions and opportunities for heavy muscle work.
- ✓ Physical and/or sensory breaks or sensory circuits for individual children to support their sensory, physical or emotional needs.
- ✓ Funfit sessions
- ✓ Training sessions delivered by outside agencies to inform practice e.g. from the hearing Support Team and vision support team.



We monitor the quality of this provision by meeting regularly with parents and carers, discussing issues or needs as they arise, liaising with class teachers and support staff, monitoring interventions and planning, and provide relevant training to meet the needs of pupils in our academy.

An Aspire SEND group continues to work collaboratively to improve provision and to share good practice in SEND. The Aspire Academy Trust introduced the Charter mark to support Academies within Aspire to audit their provision and put into place actions to enhance provision for pupils with SEN. Mount Hawke Academy was awarded the Gold SEN Chartermark in October 2021. The SENDCo attends all Aspire inclusion training days.

We measure the impact of our provision using results from our in-school tracking system and P-scales. We also measure our impact of our provision through listening to children's views and by talking with parents and carers. Feedback from outside agencies, for example the ASD Team, also help us to assess and measure the impact of our provision.

Support Staff Deployment:

Support staff are deployed in a number of roles:

- ✓ Delivering small group intervention including same day phonics catch up.
- ✓ 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 giving all staff opportunities to develop their training, having diverse roles, promoting opportunities to access wider SEN experiences, and providing opportunities to liaise with other schools.



Distribution of Funds for SEN:

This year, the budget for SEN and Inclusion was:

Income	Type of Funding	Notes
£36,291	SEN Top Up Funding	Relates to specific children as per the school's statement or EHCP for additional support
£9,636	High Needs Protection	An element of funding that recognises the SEN need over and above that which the core budget supports
£78,101	Notional SEN Funding	Part of the core budget appertaining to SEN
£124,028.00	Total	
Expenditure	Type of Expenditure	Notes
£121,109	SEN Staffing	Teaching Assistants/Lunchtime Support, 0.4 SENCO
£500	SEN Resources	General SEN Resources
£121,609.00	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:

<u>Area of Knowledge/Skill</u>	<u>Staff Member</u>	<u>Training Received</u>
Social, Emotional and behavioural Support	2 teachers	Completion of Trauma Informed Schools 10 day practitioner status
Assessment for pupils with SEN	Teaching Staff	Pre Key Stage Standards
Communication & Interaction	All staff	Developmental Language Disorder
Physical & Medical needs	1 teacher / 1 teaching assistant	Epilepsy Awareness
Communication & Interaction	1 teaching assistant	Core board training
Communication & Interaction	1 teacher	Deaf awareness training
Communication & Interaction	2 teachers	Makaton
Physical & Medical needs	1 teacher	Specialist training
Communication & Interaction	1 teaching assistant	Autistic Spectrum Condition
Social, Emotional & Mental Health	1 teaching assistant	Team Teach
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
SEMH	SENDCo	Mental Health

Whole school training this year has included training in assessment using the Pre Key Stage Standards and in the use of scaffolding to adapt the curriculum for pupils with SEND.

We monitor the impact of this training by observing the strategies provided in practise and ensuring that staff follow policies.

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

We ensure the transition from Nursery to Reception is smooth by having regular discussions with the pre-school and Reception. Reception staff visit our local nursery, see the meet the children and talk



to the staff. Early in the summer term, Reception staff upload a weekly video to the school website to familiarise children and their families with the staff and the layout of the classroom. They also act out stories and take the children on virtual treasure hunts etc. Enhanced transition is put into place to address any SEND requirements.

We support the transition between classes and teachers by planned transition days, regular opportunities for children to speak to other members of staff in school through clubs, shared assemblies. Children who are deemed vulnerable or anxious about transition, receive an enhanced transition package, including a photo book about their new class and a welcome postcard from their teacher in the holidays.

The transition from Year 6 to secondary school is supported through planned transition days, visits from the secondary school to our school and SENDCo support for the parents of pupils with ASD transferring to secondary school

For children/young people with SEND, we also inform the school about individual children's needs, complete one-page profiles and organise extra opportunities for more visits or more transition days if needed.

Parents are included in this process through voicing any concerns they might have, supporting them in the application process and helping them select the best school for their child's needs.

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. This can be available if required; please speak to the SENDCo.

Our complaints procedure:

Anyone wishing to make a complaint with regard to SEN support and provision should contact the class teacher as the first point of contact. The SENDCo is also available to discuss any concerns or complaints you may have.

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

Our Accessibility Plan can be found on our website at http://www.mounthawke.org/website/special_educational_needs_and_disabilities/315046

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: <http://www.mounthawke.org/website/home/5963>



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.

