



The levels of support and provision offered by Mount Hawke Academy



MOUNT HAWKE ACADEMY

Special Educational Needs and Disability Information (SEND) 2024 / 2025

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

<p>Aspire Special Educational Needs Policy Document (Click on link)</p>	<p>Aspire Equality and Diversity Policy (Click on link)</p>	<p>MHA Accessibility Plan 2024/2025 (Click on link)</p>
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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
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> - Questionnaires - School Council - Pupil Conferencing - Our Buddy System 	<ul style="list-style-type: none"> • Pupils with SEND are included in all pupil conferencing • Additional provision is developed in light of pupil voice where appropriate. 	<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Additional, targeted support and provision</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Specialist, individualised support and provision</p> <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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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<p>parents/carers access support from other outside agencies and organisations</p> <ul style="list-style-type: none"> 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. 		<p>is child centred and we endeavour to hear and consider the views of our pupils and their parents.</p> <ul style="list-style-type: none"> 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
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Additional, targeted support and provision</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Specialist, individualised support and provision</p> <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> We respond to the individual learning needs and physical needs of our children to ensure everyone can access all areas of the curriculum and scaffold and differentiate content to meet the needs of learners. For some children, this may involve some one- to- one support. This could include, for example, creating resources for an individual child, focussed work to introduce new topic vocabulary or






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<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• 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:<ul style="list-style-type: none">• Improving basic maths skills using 'Rapid maths'• Small group, same day, phonics catch up using 'Little Wandle' - our phonics scheme.• Spelling, punctuation and grammar• Fun fit to improve coordination and core balance• Improving children's pragmatic social skills through 'Socially Speaking' small group support.	<p>targeted support to help a child become a more independent learner.</p>
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4. Teaching & Learning

Wave 1 provision	Wave 2 provision	Wave 3 provision
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Additional, targeted support and provision</p> <div style="text-align: center;">  </div>	<p style="text-align: center;">Specialist, individualised support and provision</p> <div style="text-align: center;">  </div>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. <ul style="list-style-type: none"> • Training by school staff and through specialist trainers has in past terms included: <ul style="list-style-type: none"> ○ Scaffolding lesson content to meet the needs of learners. ○ Autism Awareness, ○ Attachment ○ The use of IT to support learning, ○ Vision support training, ○ SEND reform, ○ Hearing support, ○ Developmental Co-ordination disorder, ○ Team Teach, ○ Developmental Language Disorder ○ Makaton 	<ul style="list-style-type: none"> • 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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<ul style="list-style-type: none"> The whole school uses a 'dyslexia- friendly' approach to teaching and learning, where learning is scaffolded and differentiated to meet the needs of pupils. 		
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5. Self-help skills and independence

Wave 1 provision	Wave 2 provision	Wave 3 provision
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Additional, targeted support and provision</p> <div style="text-align: center;"> </div>	<p style="text-align: center;">Specialist, individualised support and provision</p> <div style="text-align: center;"> </div>
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Time limited and monitored intervention groups address: <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Boxall profiling or Motional 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: <ul style="list-style-type: none"> - CAMHS - Social Care - Educational Psychology - Dreadnought - Penhaligon's Friends - CLEAR Music therapy / Art Therapy



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		<ul style="list-style-type: none"> Pupils with specific medical conditions have individual Healthcare plans / intimate care plans where appropriate
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7. Social interaction opportunities




Wave 1 provision	Wave 2 provision	Wave 3 provision
<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 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. 	<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. End of year celebrations for Year 6 For children who have difficulties with pragmatic social skills, we run time limited 'Socially Speaking' intervention groups. Learning together sessions for children and their parents or carers Year 6 pair up with reception 'Buddies' and mentor them in their first year. 	<ul style="list-style-type: none"> 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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	<ul style="list-style-type: none"> 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
<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> 
<p>All areas of the school including our outside area are accessible to all.</p> <ul style="list-style-type: none"> Wheelchair access is available to all classes <p>Pupils know what to do if they feel they are being bullied</p> <ul style="list-style-type: none"> 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). Teachers focus on rewarding good behaviour in the learning environment. 	<ul style="list-style-type: none"> Some toilets adapted by height. Named adults are trained in Team Teach and de-escalation techniques 	<ul style="list-style-type: none"> 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. As appropriate staff attend training offered to support individual needs.



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<ul style="list-style-type: none"> • Children’s achievements are valued at our weekly Celebration Assemblies • An Early Years outdoor area which includes sand and water zones, and mud kitchen. 		<ul style="list-style-type: none"> • 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
<p style="text-align: center;">Whole school approaches: The universal offer to all children and YP.</p> 	<p style="text-align: center;">Additional, targeted support and provision</p> 	<p style="text-align: center;">Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • 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 <p>For all pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • Parents informed in advance by letter of which class their child will be in in the new school 	<p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • Enhanced transition involving additional time in new class getting to know the teacher and teaching assistants for any children who would benefit from this. <p>For some children due to start secondary school:</p> <ul style="list-style-type: none"> • Enhanced transition for invited children including those with additional needs and those who may feel anxious about the transition to a local secondary school 	<p>For some pupils before they move up to a new year group:</p> <ul style="list-style-type: none"> • 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. <p>For children moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> • Where possible, discussion with staff at new school to discuss individual needs and where appropriate pass on resources for the pupil to use at their new school.



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<p>year.</p> <ul style="list-style-type: none"> • 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. <p>For children moving to a different school before the end of Y6:</p> <ul style="list-style-type: none"> • Where possible talk with staff at new school to discuss pupil <p>For children due to start secondary school:</p> <ul style="list-style-type: none"> • 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 	<p>through an additional visit accompanied by a member of staff from their primary school to meet learning mentors and have a school tour.</p>	<p>For some children due to start secondary school:</p> <ul style="list-style-type: none"> • 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
<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> 
<p>SENDCO:</p> <ul style="list-style-type: none"> • Masters degree in Education • Accredited SENCO qualification • National Professional Qualification of Senior Leadership 		<p>SENDCO, teachers and teaching assistants:</p> <ul style="list-style-type: none"> • Team Teach • Makaton training • Vision Support Training



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<ul style="list-style-type: none">• Trauma Informed Practitioner Status <p>Whole staff training:</p> <ul style="list-style-type: none">• Scaffolding learning across the curriculum• Listening for Learning• Little Wandle Phonics <p>Individual teachers and teaching assistant training:</p> <ul style="list-style-type: none">• Developmental Co-ordination Disorder• ASD		<ul style="list-style-type: none">• Epilepsy awareness training <p>Individual staff training:</p> <ul style="list-style-type: none">• Paediatric Epilepsy Awareness• Training provided by the Vision Support Team• Makaton
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11. Organisations we work with:

Service/organisation	What they do in brief	Contact details
Early Help Hub	The Early Help Hub is the single point of access for council and community based health services including those for children and young people.	Early Help Hub are open: Monday – Thursday 8:45am – 5:15pm Friday 8:45am – 4:45pm Closed on Bank Holidays 01872 322277 or email (see Cornwall family information service website for more details).
Early Support (ES)	<ul style="list-style-type: none">• Early Support helps different agencies work effectively together to support individual children with disabilities and their families.• ES helps schools to set up meetings in school where the agencies share information and create plans helping schools know how best to support the child in school.	Ravena Jelbert Early Support Co-ordinator (West) Tel: 01736 336660 07968 992128 rjelbert@cornwall.gov.uk



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<p>Speech and Language therapists (SaLT)</p>	<p>This is a service that helps children in Cornwall aged 0-19 years who may have difficulty with:</p> <ul style="list-style-type: none"> • expressing themselves • understanding what is said to them • talking clearly (saying speech sounds) • stammering • swallowing (eating and drinking). 	<p>Telephone: 01208 834488</p> <p>Email: cpn-tr.enquirslt@nhs.net</p>
<p>Family Support</p>	<ul style="list-style-type: none"> • Family Support can help families with a range of challenges including bedtime routines and understanding your child's behaviour and how to respond. • They can also point families in the right direction for housing, benefit and debt advice and information about work or training 	<p>See Family information Service website for more information www.cornwallfisdirectory.org.uk</p>
<p>Education Welfare Officer (EWO)</p>	<ul style="list-style-type: none"> • EWOs can help provide help and advice on school and attendance, bullying, child protection issues, elective home education and exclusion of pupils. 	<p>Tel: 0300 1234 101</p> <p>Email: children@cornwall.gov.uk</p>
<p>Autism Spectrum Team (AST)</p>	<ul style="list-style-type: none"> • This specialist team play an important role in in helping to meet the needs of people with autism and their families. When supporting pupils in school they may 	<p>Tel: 0300 1234 101</p> <p>Email: children@cornwall.gov.uk</p>
	<p>carry out assessments, recommend strategies to school staff and coordinate meetings between school and families.</p>	
<p>Child and Adolescent Mental Health Service (CAMHs)</p>	<ul style="list-style-type: none"> • CAMHs support children and families with a range of challenges including anxiety. 	<p>Tel: 01872 221400</p> <p>Email: cpn-tr.ChildrensCMC@nhs.net</p>



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Vision Support Team (VST)	<ul style="list-style-type: none">The VST work with Children and young people (0-25 years) with a diagnosed visual impairment in their homes, early years' settings and schools to enable them to overcome barriers to their education caused by their vision loss and to help them achieve their potential.	Tel:0300 1234 101 Email: children@cornwall.gov.uk
Educational Psychologists(EP)	<ul style="list-style-type: none">These professionals help parents and schools understand more about how a child learns and how best to support children in school.	Tel: 0300 1234 101 Email: children@cornwall.gov.uk
School Nursing Team	<ul style="list-style-type: none">School nurses offer health assessments to all children when they start primary and secondary school. This information is used by the NHS to help plan and improve services for children to help ensure children and young people stay fit and healthy.They can also provide advice to young people, their parents, carers and teachers.	Tel:01872 221400 cpn-tr.ChildrensCMC@nhs.net
The Physical Disabilities Team	<ul style="list-style-type: none">This team provides support to pupils with physical disabilities who attend mainstream schools across	Melinda Leishman Physical and Medical Needs Advisor
	<p>Cornwall. The key target is to ensure maximum access to the school curriculum.</p> <ul style="list-style-type: none">This support may involve using ICT e.g. Clicker 6 to improve learning opportunities.	Referrals arranged through schools.



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Occupational Therapist (OT)	<ul style="list-style-type: none">• Families and our school work with these health professionals to support children with physical needs in school.• OTs can create therapy plans for individual children so that the school knows best how to support them.	Children's Community Therapy Service Tel: 01872 254531
Penhaligon's Friends	<ul style="list-style-type: none">• A voluntary organisation that has worked with our school to help children and families with issues around serious illness or bereavement in their family.	Tel: 01209 210624 or 01209 215889 Email: enquiries@penhaligonsfriends.org.uk
Dreadnought	<ul style="list-style-type: none">• An organisation that can support pupils who experience confidence challenges and relationship difficulties. Dreadnought can also support children with bereavement issues.	Tel: 01209 218764 Email: team@thedreadnought.co.uk



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Pupil progress

Pupils' progress in lessons is assessed on a daily basis by your child's class teacher and in discussion where appropriate with other staff. Pupils also self-assess their progress towards learning outcomes in lessons. To support the progress of pupils with SEND, termly personal Individual Learning Plan (ILP) targets are set by the class teacher in discussion with the pupil and with SENDCO. As your child achieves these targets they are modified or new ones are set. At the end of term pupils with SEND give their views on their progress towards these individual targets

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

We evaluate the quality of our SEN provision throughout the year. We monitor our provision through a half termly data analysis for reading, writing, maths, science and the foundation subjects music, art, DT, history, geography and PE. The quality of our SEND provision is also reviewed through ourtermly Aspire monitoring visits, through lesson and intervention group observations, learning walks, book scrutinies and conversations with pupils. We use this information to help us to plan support for each of our pupils with SEND and to adjust our provision as needed.

We also listen to and respond to parent feedback through a variety of parent meetings and through annual parent questionnaires. For pupils with an EHC plan, we also seek parent feedback and comments during EHC plan review meetings.

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?

We always listen to parents' concerns about their child or children. Children who may be vulnerable or those who are experiencing difficulties in terms of disability, emotional wellbeing or academic progress, are closely monitored using, for example, termly tracking systems and feedback from staff. All of this information helps us to identify children who need extra help.

When a child transfers to our school from another school we do our utmost to find out as much as possible from the child's previous school. If there are external professionals involved with that child then their opinions and reports are considered to ensure that we get the full picture of that child's needs.

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. Please speak 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. 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 in our approach to the Early Years Foundation Stage Framework and Primary Curriculum and plan lessons and activities that are accessible to all pupils. We aim to make our curriculum a rich, varied and relevant one that inspires children in their learning.

All lessons are differentiated appropriately according to the needs of all of the children. Where a child is withdrawn from classroom activities for short periods of time in order to access more intensive support, great care is taken to ensure the child does not miss key classroom learning. Interventions are carefully planned by the class teacher with support from the SENDCO as necessary to closely link with classroom learning. They aim to enable the child to further develop skills that they can bring back to the classroom to support their learning, learning independence and emotional wellbeing.



The levels of support and provision offered by Mount Hawke Academy

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 operate an 'open door' policy to create a constant positive dialogue with parents. In addition to this, staff and parents may arrange to talk in person or on the phone at end of the day to discuss any concerns and to share and celebrate successes and achievements. Parents and pupils are invited to attend Parent Consultations in the autumn term and in the spring term. For parents of pupils with SEND, these are an opportunity for the class teacher to share strategies that can be used at home to support the pupil. Families are invited to take part in a wide range of optional learning activities– generally linked to the topic the class are working on - to enable them to be involved in and support their child's learning at home.

Annual reports are sent home to parents, and throughout the year there are 'open afternoons' whereby parents are invited into the classrooms to share the children's learning and progress. After school learning together sessions are also provided for parents and their children for example in maths.

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

The wellbeing of all of our pupils is always our priority. Your child's wellbeing is supported in school in a wide variety of ways. We help children learn about how to be physically healthy and how to enjoy good mental health, as well as encouraging them to live a healthy lifestyle; we keep them safe by protecting them from harm and neglect; we aim to 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 support them to make a positive contribution to school, the community and society ; and we contribute to their economic well-being by ensuring that they are not prevented by economic disadvantage from achieving their full potential.

6. How accessible is the school environment?

The school buildings at Mount Hawke Academy are accessible to everyone who attends school or who comes to visit us. We have accessible changing facilities at either end of the school.

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

Your child will be well supported by school throughout every transition process whether moving to a new class in school or in moving to secondary school. We listen to pupils' views and aim to involve parents in the process. When moving to a secondary stage of education, current staff and staff at the secondary school meet to agree a transition plan for each Y6 pupil with SEND. This could involve your child attending additional visits to the new school with staff from their current school or additional opportunities for parents to meet with staff who support pupils with SEND at the secondary school. Details of what we provide are shown in the above report.

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



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We access a wide range of specialist services as needed to support our pupils with SEND. Some of these services are available within our Aspire Multi Academy trust and others are accessed from a wide range of services and agencies including : Speech and Language Therapy, Early Help Hub and the Autism Spectrum team.

The Family Information Service website: <http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/home.page> provides information on services that are accessible to parents, including drop in sessions for parents and parent training.

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.

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

The Special Educational Needs and Disability Co-ordinator (SENDSCO) has a Masters in Education and also has achieved the National Award for SEN Co- ordination, a year-long qualification which looks in depth at a wide variety of educational topics to enable them to know to how best support children with SEN in school. Other training that the SENDSCO and other school staff have attended is shown in the SEN Review Document on the website. This year, training has already including training related to creating Mentally Healthy Schools and Trauma Informed School.

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 feel that the Local Offer/Information report or the School Offer is not being delivered or is not meeting your child's needs then we urge you to contact school in the first instance, speaking to the SENDSCO (Mr J Marks). Concerns may then be escalated if necessary to the Director of Inclusion (Sally Hannaford) or to the Board of Directors at Aspire Academy Trust.

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.