



# Mount Hawke Academy

## SEN Review 2024 / 2025

Name of SENDCo: Jerry Marks

Dedicated time weekly: 0.4

Contact email: [jerry.marks@mounthawke.org](mailto: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 – 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. (Refer to our Teaching and Learning Policy for details.)

### 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 are set out 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.
Feedback Sheet for Parents	Parents / Carers and classroom staff	Termly for pupils on the Record of Need to contribute to the termly IPM review (What’s going well, what needs to change).
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 and young people 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/young person, their parents, and the class teacher. Please refer to our SEN Policy for more information.

In the 2023/2024 academic year, 37 children and young people received SEN Support, with 9 having Education, Health, and Care Plans (EHCPs).

This year, provision for these children and 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
- ✓ Target 'We Thinkers' intervention to develop social & emotional thinking skills.
- ✓ 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 reading pens, voice to text software, 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 to observe pupils and meet with parents to help support pupils at home

## Cognition and Learning:

- ✓ Daily Little Wandle phonics keep up and catch up.
- ✓ Little Wandle SEND programme targeting individual pupils who require further adaptations to the pace and delivery of synthetic phonics
- ✓ 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

- ✓ Personalised 5 point scale
- ✓ Bereavement counselling
- ✓ Individual timetable
- ✓ TIS trained school staff support for children needing emotional support.
- ✓ Comprehensive screening using Boxall profiling.
- ✓ 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 ensure the quality of our provision by regularly meeting with parents and carers to discuss emerging issues and needs. 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 fosters collaboration to enhance SEND practices and share best practices across the Aspire Academy Trust. Mount Hawke Academy holds the Gold SEN Chartermark, awarded by the Aspire Academy Trust in October 2022, which acknowledges our commitment to auditing and improving provision for pupils with SEN. The SENDCo participates in all Aspire inclusion training days. We assess the impact of our provision through our in-school tracking system based on key stage standards, as well as by gathering feedback from pupils, parents, and carers. Insights from external agencies, such as the ASD Team, also contribute to evaluating and refining our support strategies.

### 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
£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:

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 assistant	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

At Mount Hawke Academy, we prioritise ensuring smooth transitions for our pupils at various stages. For children moving from Nursery to Reception, we maintain open communication through regular discussions with local pre-schools and our Reception staff. This collaborative approach allows us to understand each child's needs early on. Our Reception staff visit local nurseries to meet the children and engage with the staff, fostering familiarity and easing the transition process. Additionally, early in the summer term, we upload weekly videos to our school website. These videos introduce children and their families to school staff and the classroom layout, using engaging activities such as storytelling and virtual treasure hunts. These efforts are enhanced to accommodate any specific needs of pupils with Special Educational Needs and Disabilities.

Throughout a pupil's journey at Mount Hawke Academy, transitions between classes and teachers are supported through carefully planned transition days and frequent 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 transitions. To address this, we provide an enhanced transition package, which includes personalised items such as a photo book introducing their new class and a welcome postcard from their teacher before the holidays.

As pupils prepare to transition from Year 6 to secondary school, we provide structured support. This includes planned transition days, visits from secondary school staff to our school, and specialised assistance from our Special Educational Needs Coordinator (SENDCo) for parents of pupils with Autism Spectrum Disorder (ASD) who are transferring to secondary school. For pupils with SEND, we ensure that receiving schools are fully informed about individual needs. We create one-page profiles detailing each pupil's requirements and organise additional opportunities such as extra visits or transition days as necessary.

Parents are integral to this process. We actively seek their input by providing avenues for voicing any concerns they may have. We support them 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 every transition at Mount Hawke Academy is as smooth and supportive as possible for both pupils and their families.

### 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](http://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](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.



---

