



# Mount Hawke Academy

## SEN Review 2020 / 2021

Name of SENDCo: Jerry Marks

Dedicated time weekly: 0.4

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Name of SEN Governor: Claire Elliot

School Offer link:

[http://www.mounthawke.org/web/special\\_educational\\_needs\\_and\\_disabilities/315046](http://www.mounthawke.org/web/special_educational_needs_and_disabilities/315046)

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### 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
- ✓ Universal TIS (Trauma Informed Schools) assessment of all learners.
- ✓ 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 2020/2021 academic year, we had 29 Children/young people receiving SEN Support and 10 children/young people with Education, Health and Care Plans.

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



## 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.
- ✓ School Council with the opportunity for everyone to run for election.
- ✓ Clubs including: football, athletics, table cricket, cricket, multi skills and hockey.
- ✓ Staff from the Autism Spectrum team visit school to observe pupils and meet with parents to help support pupils at home

## Cognition and Learning:

- ✓ Rapid Phonics intervention for pupils in Key Stage 1 and 2 needing extra phonic support.
- ✓ TA support for children who need extra support with their learning.
- ✓ Dyslexia screening
- ✓ Precision teaching
- ✓ Dyslexia friendly approach in classrooms

## Social, Emotional and Mental Health

- ✓ Socially Speaking Intervention
- ✓ Circle of Friends intervention
- ✓ Use of Talkabout resources
- ✓ Bereavement counselling
- ✓ Wellbeing coaching
- ✓ Staggered timetable / personalised timetable
- ✓ TIS trained school staff support for children needing emotional support
- ✓ 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.

## Sensory and/or Physical Needs:

- ✓ Individual physiotherapy sessions for pupils
- ✓ 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.
- ✓ 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. Four years ago, Aspire 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 Silver SEN Chartermark in 2018 and submitted an application for the Gold SEN Chartermark in July 2020. 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 Rapid Phonics
- ✓ 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:

<b>Income</b>	<b>Type of Funding</b>	<b>Notes</b>
34,721	SEN Top Up Funding	Relates to specific children as per the school's statement or EHCP for additional support
27,170	High Needs Protection	An element of funding that recognises the SEN need over and above that which the core budget supports
26,519	Notional SEN Funding	Part of the core budget appertaining to SEN
88,410	<b>Total</b>	
<b>Expenditure</b>	<b>Type of Expenditure</b>	<b>Notes</b>
22,874	SEN Staffing	0.4 SENCO
94,985	SEN Staffing – 121 TA Support	Teaching Assistant/Lunchtime Support
740	SEN Resources	General SEN Resources
1,060	SEN Professional Services	SEN specialist services, Ed Psych
1,858	Supply Cover	
1,045	Specialist Provision	Wave Academy
192	SEN Transport	Travel to alternative provision
122,754	<b>Total</b>	

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	All teaching Staff	Trauma Informed Schools
The Engagement Model	SENDCo	SEND reforms including use of the Engagement Model
Braille	1 Teaching Assistant	Braille Training
Social, Emotional and behavioural Support	1 teacher / 1 teaching assistant	Trauma Informed Schools Diploma (10 day)
Communication & Interaction	1 teacher, 1 teaching assistant	Coreboard training
Autism Spectrum Disorder	1 teaching assistant	Reducing verbal demands / strategies for reducing anxiety and managing demand avoidance
Developmental Co-Ordination Disorder	3 Teaching assistants and SENDCo	Learning profile of pupils with DCD / Strategies & provision

Whole school training this year has included Trauma informed Schools training; and meeting requirements under the SEN Code of Practise 2015.

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. The Reception staff visit our local nursery. Children and parents have opportunities to look around the school before the child is due to attend. From Easter, the local preschools bring the new intake into the Reception class every Wednesday afternoon. A transition afternoon occurs during the summer term where parents and children are invited. Additional transition days are planned into the school calendar 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, and visits and when moving around the corridor.



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 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 Jouvenaat.

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.

